DOCUMENT RESUME

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ABSTRACT

This bibliography, the fifth in the Urban Schools Bibliography series, provides urban school personnel, researchers, and policymakers with information on important issues, programs, and practices in urban education. Topics covered in the bibliography include equal education, school policy, school administration, curriculum, testing and evaluation, academic achievement, career development, nontraditional education, and community involvement in education. As with the preceding volumes in the series, this collection of references was compiled by searching "Resources in Education," ERIC's monthly abstract journal, for documents that were either (1) developed and produced by large urban school districts, or (2) developed by outside authors, agencies, or institutions and of general relevance to urban educators. The bibliography is divided into two major parts: (1) a section containing main entries which presents citations (including title, author, source, publication date, information about document availability, subject index terms, and an abstract) in the order in which they appeared in "RIE"; and (2) a section containing subject, author, and institutional indexes. All of the works cited in the bibliography are available through the ERIC system. Information on document ordering and availability is given on the last page. (CMG)

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ED237614

Urban Schools Bibliography 1982

Compiled by

Michael Webb

and

Georganne Chapin

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UD 023 241

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New York, New York 10027

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URBAN SCHOOLS BIBLIOGRAPHY SERIES

Number 5

ERIC®

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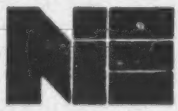


The Urban Schools Bibliography 1982

This Bibliography, the fifth in a series produced by the ERIC Clearinghouse on Urban Education, provides urban school personnel, researchers, and policymakers with information on important issues, programs, and practices in urban education. As with the preceding volumes in the Urban Schools Bibliography Series, this collection of references was compiled by searching Resources in Education (RIE), ERIC's monthly abstract journal, for documents that were either (1) developed and produced by large urban school districts, or (2) developed by outside authors, agencies, or institutions and of general relevance to urban educators. The first four Bibliographies contain, altogether, over eight-hundred document references that originally appeared in RIE from 1975 to 1981. Most of the cited works document the research of particular urban schools and school systems. These Bibliographies are available from the Clearinghouse under these titles:

Volume I: Equal Opportunity in Education

Volume II: School Policy, Administration, and Curriculum

Volume III: Testing, Evaluation, and Academic Achievement

Volume IV: Career Development, Alternative Schools, and Community Involvement in Education.

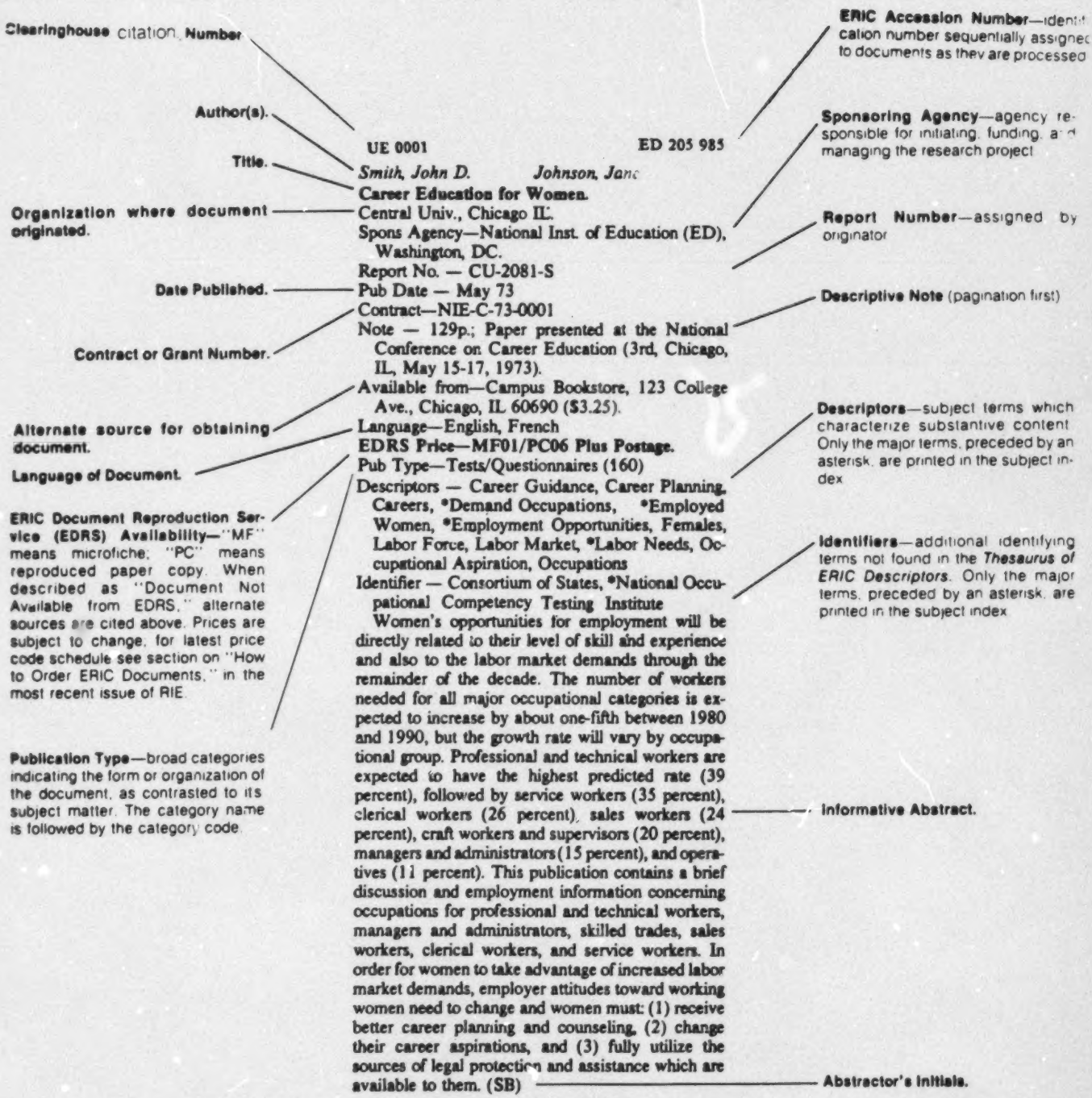
This latest volume updates these works and contains 140 citations that appeared in RIE from January through December of 1982. The Bibliography is divided into two major parts: a section containing main entries and a section comprised of three indexes.

The main entry section presents citations (including title, author, source, publication date, information about document availability, subject index terms, and an abstract) in the order in which they appeared in RIE. As you can see in the sample on the following page, each citation is headed by two numbers. On the right is the ED or ERIC document number. On the left is the Clearinghouse citation number; these numbers range from UE 0001 to UE 0140 and correspond to the sequence in which the citations are listed in this Bibliography. It is this number which appears after the title of each document cited in the subject, author, and institutional indexes.

All of the works cited in this Bibliography are available through the ERIC system. They may be read at any facility that houses an ERIC microfiche collection or may be purchased from the ERIC Document Reproduction Service (EDRS). For ordering documents from EDRS, the reader should refer to the ED number located in the upper right hand corner of each citation. Information on document ordering and availability may be found on the last page of this Bibliography.

This Series will be updated annually. For information on updates as well as on other publications and services, please write to the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

SAMPLE RESUME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Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
UE 0001
ED 205 985
Smith, John D. Johnson, Jane
Career Education for Women.
Central Univ., Chicago IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 73
Contract—NIE-C-73-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
EDRS Price—MF01/PC06 Plus Postage.
Pub Type—Tests/Questionnaires (160)
Descriptors — Career Guidance, Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifier — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)
Informative Abstract.
Abstractor's initials.
ERIC Accession Number—identification number sequentially assigned to documents as they are processed
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project
Report Number—assigned by originator
Descriptive Note (pagination first)
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. Only the major terms, preceded by an asterisk, are printed in the subject index.

Urban Schools Bibliography 1982
Document Resumes

UE 0001 ED 205 985

Aoki, Elaine

"Turning the Page"/The Appropriate Use of Asian American Children's Literature in the Classroom.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 81

Note—13p.

Pub Type— Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Asian Americans, Attitude Change, Books, *Childhood Attitudes, *Childrens Literature, Elementary Education, Ethnic Bias, *Ethnic Stereotypes, Language Arts, *Multicultural Education, Reading Aloud to Others, Reading Instruction, Reading Materials, *Reading Material Selection

Intended for reading and language arts teachers of multiethnic classes, this report discusses the use of children's literature featuring Asian American characters and how these books can have a negative or positive influence on attitudes toward and of ethnic groups. The first part discusses the importance of presenting Asian American children's literature appropriately and how misuse can have a damaging effect on children of Asian descent. This section also reviews studies that show how exposure to ethnic literature can influence attitudes positively or negatively and presents guidelines for evaluating Asian American children's books. The second section is an annotated list of 12 recommended Asian American children's books. The third section presents ideas and strategies for teaching Asian American folktales, playing with language sounds, comparing cross-cultural experiences, examining history, and experiencing Asian American history through role playing. (HTH)

UE 0002 ED 206 202

Downing, Bruce T. Dwyer, Sharon

Hmong Refugees in an American City: A Case Study in Language Contact.

Pub Date—Jul 81

Note—31p.; Paper presented at the Annual University of Wisconsin-Madison Linguistics Symposium (10th, Madison, WI, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Adolescents, Adult Literacy, Adults, Communication Skills, *Culture Contact, *English (Second Language), Ethnography, *Functional Literacy, *Group Experience, Indochinese, Interpreters, Morphology (Languages), Nonverbal Communication, Pronunciation, Reading Skills, *Refugees, Relocation, Syntax, Translation

Identifiers—*Hmong People, Language Contact

This study examines some aspects of the interaction of one Hmong family with the English-speaking community to determine what sort of language contact situations they encounter and what means they use to communicate in those situations. Observations revealed that English language use outside of the classroom was limited. The subjects did not seek out and, sometimes actively avoided, situations requiring the use of English. Where the use of English could not be avoided, communal communication strategies involving spokespersons or interpreters (occasionally a younger member of the family) were employed. Only when spokespersons were unavailable did adults attempt to communicate directly. This action questions the common assumption in second language teaching that what is taught in the classroom will be reinforced through outside language contacts. This Hmong practice may reflect not only a lack of appropriate language learning skills but also a tradition of community isolation and self-sufficiency carried over from the Hmong experience as a geographically isolated minority in Laos and China. Communal strategies of survival communication might provide a way for the community as a whole to succeed even though some individuals might never learn to communicate in English well enough to survive alone. (Author/JK)

UE 0003 ED 206 650

Osterlind, Steven J. Martois, John S.

Latent Trait Theory Applications to Test Item Bias Methodology. Research Memorandum No. 1.

Los Angeles County Superintendent of Schools, Calif. Div. of Program Evaluation, Research, and Pupil Services.; Oakland Unified School District, Calif. Dept. of Research and Evaluation.

Pub Date—Dec 80

Note—35p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, High Schools, *Latent Trait Theory, Racial Bias, *Statistical Analysis, *Test Bias, Test Items

Identifiers—*Rasch Model

This study discusses latent trait theory applications to test item bias methodology. A real data set is used in describing the rationale and application of the Rasch probabilistic model item calibrations across various ethnic group populations. A high school graduation proficiency test covering reading comprehension, writing mechanics, and mathematics was administered to 1,042 white and 11,441 black students in a large west coast school district. Using UCON estimation procedures for item difficulties, item plots for each ethnic group by the three separate subtests were prepared. The derivation of acceptable tolerance limits is described and applied to the current data set, wherein a biased item is revealed. The mathematics are given although their derivation is not described except when required for completeness. (Author/BW)

UE 0004 ED 206 747

The Native Language Reading Approach Training Program. ESEA Title VII. Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07655

Pub Date—[80]

Grant—G007904168

Note—42p.; Some pages may be marginally legible due to reproduction quality of original document. For related documents, see UD 021 534-535, ED 138 683, ED 139 851, and ED 142 657-658.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Chinese Americans, Curriculum Development, Elementary Education, English (Second Language), Greek Americans, Haitians, *Hispanic Americans, Italian Americans, Native Language Instruction, Parent Participation, Program Descriptions, *Program Effectiveness, *Second Language Instruction, Staff Development, Student Characteristics

Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, *New York City Public Schools

This is an evaluation of a Title VII bilingual education project, the Native Language Reading Approach, conducted in the New York City Schools in 1979-80. The program was designed to serve as an exemplary reading and native language arts project in elementary schools for a largely Hispanic student population, but also served speakers of Italian, Greek, Creole/French, and Chinese. Contained in the report is information regarding: (1) program and school sites; (2) site selection; (3) student eligibility criteria; (4) characteristics of the target population; (5) program staffing; (6) program implementation; (7) instructional approach; (8) materials development and dissemination; (9) staff development; and (10) parental involvement. The evaluation concludes with a discussion of the benefits and drawbacks of the project, and some recommendations to improve implementation. (APM)

UE 0005 ED 206 749

Comprehensive High School Bilingual Program. ESEA Title VII. Final Evaluation Report, 1979-80.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.—5001-42-07615; 5001-42-08403
Pub Date—[80]
Grant—G007604865
Note—71p.; For related documents, see UD 021 533-534. New York State Chapter 720.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Gains, *Bilingual Education, *Chinese Americans, Curriculum Development, English (Second Language), High Schools, *Hispanic Americans, *Italian Americans, Native Language Instruction, Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, *Second Language Instruction, Spanish Speaking, Staff Development
Identifiers—*Bilingual Programs, Elementary Secondary Eduction Act Title VII, Limited English Speaking
This is an evaluation report of a Title VII Bilingual Program conducted at five New York City High Schools in 1979-80. The report contains a program description and information on the schools' demographic context and student characteristics. Instructional components of the program discussed include: (1) student placement, programming, and mainstreaming; (2) course offerings; (3) "a teaching reading through the arts" program; and (4) special instructional features. Areas of the non-instructional component covered include: (1) curriculum and materials development; (2) supportive services; (3) staffing and staff development; (4) parental and community involvement; and (5) affective domain. Tables show the performance of Spanish, Italian, and Chinese students on the Criterion Referenced English Syntax Test and on mathematics, science, social studies, native language arts, and content area achievement tests. Attendance figures are also given. (APM)

UE 0006 ED 206 760
King, Donald R.
County of San Diego Master Plan for Refugee Resettlement.
San Diego County, Calif.
Pub Date—[80]
Note—163p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Acculturation, Financial Support, Government Role, Immigrants, *Indochinese, *Land Settlement, *Local Government, *Master Plans, Needs Assessment, *Policy Formation, Public Agencies, *Refugees, Social Agencies
Identifiers—*California (San Diego County)
This master plan, devised by San Diego County, has as its objective the total integration of all refugees into the mainstream of community life. The plan begins with background material that describes its goals and the refugee population to be served. In the second section, the county's current program is outlined and the administrative responsibilities of the Federal and local government are discussed. The third section provides an analysis of the needs of refugees in the areas of education, acculturation, housing, medical assistance, employment, and social services. Section four presents an overview of the county's proposed plan for 1981-1982 and covers funding, services, and organization and staffing. Proposed actions such as staff training, improvement of refugee access to services, and involvement of the private sector necessary for facilitating the county's plan are reviewed in section five. Administrative coordination of the plan's implementation is discussed in the sixth section. The last section contains a restatement of program objectives and funding prospects. Exhibits attached to the report include: (1) quarterly statistical report on Indochinese refugees; (2) membership list of the Interjurisdictional Committee on Refugees; (3) refugee cash assistance data; (4) membership list of the San Diego Refugee Coalition; (5) California State's suggested outline for the county plan; and (6) the final outline for the county plan. (APM)

UE 0007 ED 206 769
Brown, Carlton E. Allen, Dwight W.
Disciplinary Alternatives for an Urban School District.
Pub Date—Apr 81
Note—36p.; Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April, 1981).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Students, Class Organization, Classroom Environment, *Classroom Techniques, *Discipline Policy, *Discipline Problems, *Parent Participation, Program Effectiveness, Racial Relations, Secondary Education, Self Concept, Student Leadership, Student Motivation, *Team Teaching
Identifiers—Emergency School Aid Act 1972, *Virginia (Norfolk)
This paper describes a project that was conducted in six Norfolk, Virginia, public secondary schools to explore the problems associated with the disproportionate involvement of black student in disciplinary actions. The paper also relates the project's efforts to implement changes in the school system that the research activities indicated might be successful in reducing the number of black students involved in disciplinary actions. Background information on the school system is presented, and research activities that covered classroom organization, instructional techniques, school environment, the disciplinary atmosphere, and discipline programs and procedures are described. Findings and conclusions are outlined. Various programs designed in response to the initial research are discussed along with preliminary research and evaluation data concerning their effectiveness. These programs include: (1) a "Student Intervention Continuum" which focused on student motivation and self concept; (2) high schools; (3) a program of student leadership workshops and racism seminars; and (4) a process for developing parental involvement programs. (Author/APM)

UE 0008 ED 206 772
Parkay, Forrest W.
Inner-City High School Teachers: Their Perceptions of Classroom Life as Revealed Through a Content Analysis of Projective Stories.
Pub Date—81
Note—22p.; Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, 1981).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Attitudes, *Black Teachers, Content Analysis, High Schools, *Racial Differences, *Sex Differences, *Teacher Attitudes, *Urban Schools, *Whites
Identifiers—Illinois (Chicago)
Through a content analysis of the projective stories written by a randomly selected group of teachers at an all black Chicago high school, this study revealed teachers' perceptions of life at the school. The study demonstrated that ghetto teachers vary greatly in their perceptions and appraisals of their shared teaching environment, and that the differences are somewhat related to race and sex. The stories of black teachers were found to contain more student and group directed negative judgements than those of white teachers. In addition, the stories of female teachers were found to contain more negative statements than did those of the male teachers. (Author/APM)

UE 0009 ED 206 775
Parkay, Forrest W.
The Relationship Between Psychological Characteristics and the Achievement of Black Inner-City High School Students.
Pub Date—81
Note—25p.; Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, 1981).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Achievement, *Black Students, Content Analysis, *Disadvantaged Youth, High Schools, *Personality Traits, *Student Attitudes, *Student Behavior, Student Characteristics, Urban Schools
Identifiers—Illinois (Chicago)
The study described in this paper examined certain personality factors and dispositions characteristic of two types of inner city black high school students: those who achieve and those who fail to achieve. Interviews with eight black students from a ghetto high school in Chicago were analyzed. This analysis revealed six dichotomies which seemed to stand out in the behavior of inner city black students. The successful students demonstrated the latter characteristic in each of the following pairs: (1) "presentness" vs. realistic future orientation; (2) impulsivity and affective action vs. thoughtful reflection; (3) peer group conformity vs. independence; (4) nonconforming vs. conforming response to school demands; (5) negative vs. positive perceptions of authority; and (6) self contradiction and ambivalence vs. self confidence and autonomy. Excerpts from interviews with students are included in the paper. (Author/APM)

UE 0010 ED 206 783
Koh, Tong-He Koh, Soon D.
Psychological Evaluation of Korean School Children: A Preliminary Report.
Pub Date—[80]
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acculturation, Behavior Problems, Elementary Secondary Education, *Intelligence Tests, *Korean Americans, Learning Problems, *Low Achievement, Personality Measures, *Psychological Testing, Reading Difficulties, *Second Language Learning
Identifiers—Illinois (Chicago)
Observations were made while psychologically evaluating Korean school children in the greater Chicago area. The observations were drawn from work with Korean children who were referred for psychological evaluation because of learning or behavioral/emotional problems. Initial demographic data was taken describing the children's age, length of time in the U.S., sex, language spoken at home, and reason for referral. Results for intelligence, perceptual-motor, projective, and achievement tests were obtained. On the intelligence test both the Mean Full Scale and Verbal IQ scores were slightly below equal to the American norms. Performance on the perceptual-motor test was also similar to American norms. Tentative conclusions were drawn from the projective test for personality and emotional assessment, which was given to a small number of children who revealed a limited verbal capacity and limited creative resources. On the achievement test children were on the whole three or four years behind in reading, and spelling, and two years behind in arithmetic. Recommendations were made on the basis of these test results and solutions to Korean children's language and acculturation problems were offered. (Author/APM)

UE 0011 ED 207 178
Morris, Van Cleve And Others
The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.
Illinois Univ., Chicago. Coll. of Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Grant—NIE-G-79-0019
Note—239p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Administrator Role, *Behavior, Board Administrator Relationship, *Decision Making, Ethnography, Information Utilization, *Interprofessional Relationship, *Principals, Public Relations, *School Administration, School Attitudes, School Community Relationship, Student School Relationship, Teacher Administrator Relationship, Vertical Organization
Identifiers—Chicago Public Schools IL
This ethnographic study of 16 Chicago school principals explores the principal's effect on students and teachers within the school; on parents and laymen in the community; on their superiors in the administrative hierarchy; and on themselves as career-oriented professionals. A brief literature review relates studies examining the principalship of elements of the current study. Both elementary and secondary principals were found to spend most of their time in principal-initiated contacts with staff, faculty, and students. These principals affected their schools by balancing stabilization and enhancement, transforming attitudes that opposed school policy, and controlling the climate to foster uninterrupted learning. In the community, the principals had to diplomatically shape parent expectations of the schools' capabilities. Principals' responses to

their superiors ranged from ignoring orders to overt disobedience in order to protect staff morale. The principals often short-circuited the system and used superiors' indecision to their schools' advantage. They shaped their jobs to suit their personal preferences and work styles. They relied more on one-to-one, face-to-face communications in contrast to businessmen who depend more on group meetings and written memoranda. This study also describes ways principals obtained and utilized professional information. (MMJ)

UE 0012 ED 207 232

Isaac, Stephen

A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program.

Pub Date—16 Apr 81

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Basic Skills, *Compliance (Legal), *Court Litigation, Elementary Secondary Education, *Mastery Learning, Minimum Competency Testing, Norm Referenced Tests, Program Evaluation, Test Interpretation

Identifiers—Bloom (Benjamin S), *San Diego Unified School District CA

A recent California Supreme Court ruling required San Diego Unified School District to implement a course of study in its minority isolated schools that would result in 50 percent of the students achieving at or above national norms on the Comprehensive Test of Basic Skills. In response to the court order, the district initiated the Achievement Goals Program, in which a curriculum is defined, specified, and arranged in levels to accommodate a range of entry level skills. The teacher teaches an instructional unit for two weeks, then administers the first of two parallel forms of a mastery test. A three-day reteaching cycle provides additional help for those experiencing difficulty. The school year is divided into 12 instructional units in reading and mathematics, each assessed for mastery with provisions for the reteaching cycle. Initial reaction to the program from teachers and students has been favorable. (JEH)

UE 0013 ED 207 273

Reisman, Karen Cortell Macy, Daniel J.

Eight Years of Special Education Research in a Large Urban School District.

Pub Date—Apr 81

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Emotional Disturbances, Handicap Identification, Individualized Education Programs, Intervention, Longitudinal Studies, Mainstreaming, *Program Evaluation, *Research Methodology, Standardized Tests

Identifiers—*Texas (Dallas)

The authors consider the special education research studies conducted for the Special Education Department of the Dallas Independent School District. The Dallas evaluation model utilized a modification of the CIPP model which delineated four kinds of evaluation information: context (which describes the state of the world before intervention), input (which describes the intervention strategies), process (which describes the implementation of strategies), and product (which describes the impact of intervention). Forty-seven research studies conducted over an 8 year interval addressed research questions falling into seven categories: context/needs, student description, model description, functional quality, model effects, people reaction, and cost. Six major topical areas were covered by research and evaluation efforts--mainstream programming 1972-1977, Child Find Project 1975-1980, early intervention 1975-1981, individualized education program (IEP) implementation 1972-1978, programing for emotionally disturbed children 1978-1981, and standardized testing 1976-1977 and 1980-1981. Some study outcomes were that more than half the IEPs sampled did not include annual goals in concert with short term objectives and test performance by special students was low. (SB)

UE 0014 ED 207 292

Prewitt-Diaz, Joseph O.

Home-School Discrepancies and the Puerto Rican Exceptional Child.

Pub Date—Feb 81

Note—18p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session F-3).

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescents, *Cultural Differences, Emotional Disturbances, Migrant Problems, Migrant Youth, *Puerto Ricans, *Social Adjustment

Identifiers—Connecticut (Hartford), *More Alternatives for Students

The paper reviews cultural experiences that create home-school discrepancies in Puerto Rican adolescents, some of whom have remigrated from the mainland to the island, and considers factors leading to a diagnosis of social maladjustment or emotional disturbance. The effects of cultural experience, the parents' expectations, and the family's economic situation are examined. Cultural discrepancies experienced by Puerto Rican pupils participating in "More Alternatives for Students," an alternative program in Hartford, Connecticut, included discrepancies in time, space, dependency, personalism, humanism, and relationalism between both cultures. The author concludes that special education teachers must realize that their educational methods are derived from their own culture and must gain a more thorough understanding of the island's educational methods and culture. (CL)

UE 0015 ED 207 949

Lezotte, Lawrence W.

Effective Teacher Training and Urban School Improvement.

Pub Date—Jun 80

Note—22p.; Paper presented at the Workshop Series "Strategies for Urban School Improvement" sponsored by the Bureau for School Improvement in cooperation with the Educational Forum Branch of the Horace Mann Learning Center (June 10, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Educational Improvement, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Program Development, Relevance (Education), *Success, *Teacher Effectiveness, *Teacher Improvement, Teaching Experience, Teaching Methods, *Urban Schools

Effective training for teachers in urban schools should begin from and be based upon an analysis of teacher work success. The major steps in the development of a success-based teacher training program (both preservice and inservice) are: (1) locate the educational settings where successful teacher practices are evident; (2) study the teachers instrumental in providing the desired outcomes; (3) analyze and synthesize the data; (4) develop training processes for the skills and knowledge needed; and (5) conduct followup evaluations. Two fundamental assumptions of this "backward planning model" are that the criteria for judging teacher work success can be agreed upon and that applications of the success criteria can yield positive results. Other suggestions for improving preservice teacher education are that teacher education curricula should build on students' prior knowledge and should be tailored to round out teacher candidates' preparation. Increased attention should be given to group instruction for the prospective teachers' sense of efficacy. Inservice teacher education programs should be treated quite separately from preservice, since the challenges and contextual realities are different. Effective inservice training is organized around as many teachers as possible within an individual school and demands considerable commitments of time and dedication. (FG)

UE 0016 ED 208 082

Reese, William J.

Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—31 Mar 81

Contract—400-79-0018

Note—494p.; Ph.D. Dissertation, University of Wisconsin.

Pub Type— Reports - General (140) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Community Attitudes, *Community Involvement, *Educational Change, *Educational History, Educational Innovation, Elementary Secondary Education, Ethnic Groups, Parent Participation, Political Issues, Social Action, *Social History, *Social Services, United States History, *Urban Education, Voluntary Agencies

Identifiers—Missouri (Kansas City), New York (Rochester), Ohio (Toledo), Wisconsin (Milwaukee)

This study examines the delivery of social services in urban education in the light of the history of their origination, implementation, and significance. Explored are the educational reform movements in urban centers between 1840 and 1920, especially the period separating the depression of 1893 and the Palmer Raids of World War I. Attention focuses on four cities: Rochester, New York; Toledo, Ohio; Milwaukee, Wisconsin; and Kansas City, Missouri. A case study analysis of these four cities evaluates the influence of both well known and obscure educational reformers by using a diverse range of sources which include newspaper reports, records of voluntary associations, and petitions to local school boards. The analysis identifies different political traditions, ethnic mixes, bureaucratic school arrangements, and industrial settings which contributed to the shape of new social service programs in different communities. The study attempts to discover the cause of the upsurge in interest in school reform at the turn of century, groups and community organizations that lobbied for change are identified. Also reviewed are attitudes of parents and children toward educational reform and how these changes affected their lives. (Author/APM)

UE 0017 ED 208 095

Collaborative Programs in Urban Schools: Case Studies.

National Urban Coalition, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 80

Contract—NIE-G-79-0042

Note—235p.; Best copy available. Pages 163-174 cropped short.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Education, College School Cooperation, Community Services, *Cooperative Education, *Cooperative Programs, *Education Work Relationship, Labor Education, Local Government, Program Effectiveness, *Program Evaluation, *School Business Relationship, Secondary Education, *Urban Schools, Work Experience Programs

Identifiers—Dallas Independent School District TX, Detroit Public Schools MI, Los Angeles Unified School District CA, Philadelphia School District PA

Presented here are four case studies of urban collaborative educational programs: (1) the Dallas Independent School District - Magnet Arts High School; (2) the Los Angeles Unified School District Regional Occupational Centers Program/Skilled Training Education Program; (3) the Detroit Public Schools - Community High School; and (4) Philadephia's Parkway Program. Collaborative programs are defined as involving one or more of the following non-school agencies: business, industry, labor, institutions of higher education, community groups, local government, and service agencies. Each case study attempts to examine the costs associated with projects, determine the impact of collaborative programs on students in both academic and occupational domains, and describe the educational processes and characteristics necessary for success. Case studies also identify those school and business practices which best facilitate student transition from school to the labor market. The organizational structure and operational technique of each program are discussed and effective curricular models and positive student and community outcomes are highlighted. (Author/APM)

UE 0018 ED 208 111

Stavros, Denny

Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Or-

der.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Apr 81
Note—36p.; For related documents, see UD 021 808-811.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Students, *Desegregation Effects, Discipline Problems, Elementary Secondary Education, Ethnic Groups, *Inservice Teacher Education, *Program Effectiveness, Racial Relations, School Desegregation, Student Teacher Relationship, Teacher Attitudes, White Students
Identifiers—*Detroit Public Schools MI
The goal of the Inservice Training Component of the Detroit (Michigan) school desegregation plan was to improve the effectiveness of school staff in meeting educational needs. The program consisted of inservice education workshops focused on four areas: human relations; teacher expectations; ethnic and racial awareness; and crisis prevention and intervention. The Inservice Training Component was evaluated using the results of four annual surveys of school staff at all levels and of middle and high school students conducted in 1977, 1978, 1979, and 1980. Findings indicated that progress was made toward most of the six objectives of the component which included: (1) student racial relations; (2) relations between instructional staff and students; (3) racial relations among staff members; (4) teacher treatment of black and white students; (5) knowledge of racial-ethnic groups; and (6) ability to prevent disruptive classroom behavior and resolve conflicts. (Author/MK)

UE 0019 ED 208 112
Fisher, Arnold
Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Mar 81
Note—23p.; For related documents, see UD 021 807-811.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Counseling Services, *Desegregation Effects, Elementary Secondary Education, *Guidance Programs, Parent Attitudes, *Program Effectiveness, School Desegregation, School Guidance, Student Attitudes
Identifiers—*Detroit Public Schools MI
The goal of the Counseling and Career Guidance Component of the Detroit (Michigan) school desegregation plan was to improve student effectiveness in the areas of personal, social, academic, and career development. Major program functions included individual and group counseling, program selection and placement guidance, career guidance, and referral and information services. The Counseling and Career Guidance Component was evaluated using the responses of students, staff, and parents to survey questions. About 50 percent of the students reported receiving counseling and guidance services. Of these students, 80 percent reported that the services were helpful. Staff survey results indicated that 90 percent of elementary, middle, and high school teachers conferred with a counselor concerning a student at least once during the year. Two thirds of the teachers felt that the conferences were effective. Parent survey results showed that 64 percent of elementary parents and 85 percent of middle and high school parents talked with a school counselor during the year. (Author/MK)

UE 0020 ED 208 113
Green, Charles A.
Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Mar 81
Note—18p.; For related documents, see UD 021 807-811.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Desegregation Effects, Elementary Education, *Parent Participation, Parent School Relationship, *Program Effectiveness, *Reading Achievement, Reading Improvement, Reading Instruction, School Desegregation
Identifiers—*Detroit Public Schools MI
The goal of the Elementary and Middle School Reading and Communication Skills Component of the Detroit School desegregation plan was to improve students' reading achievement. The major facet of the program was a reading instruction management system called the Detroit Objective-Referenced Tests System (DORT). DORT is a diagnostic-prescriptive approach based on specific skill objectives for each of Grades K through 8. Additionally, the program called for parent involvement in the improvement of middle school students' reading abilities. Results of a product evaluation of the program provided evidence of progress toward the goal of improved reading achievement. Evaluative findings showed that: (1) average levels of reading achievement improved generally in elementary and middle schools; (2) there were continuous gains in attainments of specific reading skills objectives in grades 4 and 7; (3) teachers were adapting reading instruction to individual student needs; and (4) parents were helped in assisting in the improvement of their children's reading abilities. (Author/MK)

UE 0021 ED 208 114
Moore, JoAnne E.
Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 81
Note—13p.; For related documents, see UD 021 807-811.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Desegregation Effects, English Instruction, High Schools, *Program Effectiveness, *Reading Achievement, Reading Consultants, Reading Improvement, *Reading Instruction, School Desegregation
Identifiers—*Detroit Public Schools MI
The goal of the High School Reading and Communication Skills Component of the Detroit school desegregation plan was to improve students' reading and communication skills. The program was an integral part of the English curriculum and employed instruction focused upon specific objectives at each grade level. Support services were provided in each high school by at least one reading specialist and one educational technician. Results of a product evaluation of the program showed progress toward the attainment of program objectives. Findings indicated that: (1) students in grade 9 improved their mastery of nine specific skills; (2) grade 10 students demonstrated increasing levels of mastery of reading objectives; (3) the decline in standardized achievement test results for eleventh graders that was evident between 1972 and 1978 halted; and, (4) in January, 1980, 81 percent passed the writing skills area of the High School Proficiency Examination. (Author/MK)

UE 0022 ED 208 115
Green, Charles A.
Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 81
Note—31p.; For related documents, see UD 021 807-810.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attendance, Black Students, *Desegregation Effects, *Discipline Policy, Elementary Secondary Education, *Program Effectiveness, Racial Relations, School Desegregation, *Student Behavior, White Students
Identifiers—*Detroit Public Schools MI
The Uniform Code of Student Conduct Component of Detroit's (Michigan) school desegregation plan was ordered in 1975 by the court to promote a peaceful and orderly environment in the schools so that students could receive educational experiences in an atmosphere which would be substantially free from disruptions and violence. Uniform policies concerning discipline and attendance were designed and implemented. Results of a product evaluation were mixed. Evidence supported the conclusion that the environment for learning had improved since the Detroit schools were desegregated. There was progress in reducing the incidence of disruptive and violent students behaviors in middle and high schools and there were improvements in student racial relations. Evidence concerning attendance showed that student attendance in middle and high schools declined between 1976 and 1980. There were slight improvements in elementary school attendance during the same four year period. (Author/MK)

UE 0023 ED 208 116
Elementary School Staff Attitudes Toward Desegregation, 1979 Survey.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jun 80
Note—39p.; For related documents see UD 021 813-816, ED 193 353, and ED 198 355.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Busing, Counseling Services, *Desegregation Effects, Discipline Policy, *Educational Opportunities, Elementary Education, Questionnaires, *Racial Relations, *School Desegregation, *Teacher Attitudes
Identifiers—Detroit Public Schools MI
A total of 339 elementary school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff relations, discipline, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, a majority of staff members indicated that academic standards were rising, judged student racial relations as good, were satisfied with their schools' disciplinary policy, were satisfied with their ability to work with students of all races, were supportive of their schools' counseling programs, reported that fighting among students had not increased since the desegregation plan was implemented, and judged that teachers of different races were learning to work well together. (Author/MK)

UE 0024 ED 208 117
Middle School Staff Attitudes Toward Desegregation, 1979 Survey.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jun 80
Note—39p.; For related documents, see UD 021 812-816 and ED 193 358.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Busing, Counseling Services, *Desegregation Effects, Discipline Policy, *Educational Opportunities, Junior High Schools, Questionnaires, *Racial Relations, School Desegregation, Student Behavior, Student Teacher Relationship, *Teacher Attitudes
Identifiers—Detroit Public Schools MI
A total of 288 middle school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff-student relations, staff relations, disciplines, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, most teachers judged that academic standards were rising, students behavior was improving, and student racial relations were improving. A majority of school staff members were satisfied with their ability to work with students of all races, indicated that teachers of different races were learning to work well together, were satisfied with their schools' guidance and counseling pro-

grams, and indicated that fighting among students had not increased since the desegregation plan was implemented. (Author/MK)

UE 0025 ED 208 119
Grade 7 Student Attitudes Toward Desegregation, 1979 Survey.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Aug 80
Note—36p.; For related documents, see UD 021 812-816 and ED 193 351.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Aspiration, *Desegregation Effects, Discipline Problems, *Educational Environment, Grade 7, Questionnaires, *Racial Attitudes, *Racial Relations, *School Desegregation, *Student Attitudes, Student Behavior, Student Teacher Relationship
Identifiers—Detroit Public Schools MI
A total of 903 seventh grade students in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's desegregation plan on their attitudes. The questionnaire focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. Results indicated that students felt that student racial relations had improved and would continue to improve. The majority of seventh graders indicated that they were comfortable with students of different races, had friends of different races, and helped students of different races with school work. About 40 percent of the students reported seeing students trying to instigate trouble between blacks and whites and 43 percent felt unsafe in their schools. However, most students did not fear being bothered or hurt. More than half of the students saw classroom behavior that interfered with teaching and learning. Between 1977 and 1979 there was a trend toward black and white students preferring to attend schools comprised predominantly of students of their own race. (Author/MK)

UE 0026 ED 208 122
Moore, JoAnne E.
Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—Aug 79
Note—106p.; Some pages may be marginally legible due to reproduction quality. For related documents, see UD 021 817 and ED 193 354.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Pretests Posttests, Program Descriptions, *Program Effectiveness, Program Evaluation
Identifiers—*Detroit Public Schools MI, *Elementary Secondary Education Act Title IV, *Limited English Speaking
The Elementary Secondary Education Act Title IV-C Bilingual Project instituted in the Detroit (Michigan) Public Schools consisted of two bilingual learning centers at a target school which served 114 students in grades one through five during the 1978-1979 school year. Materials and assistance were also offered to a parochial school. A total of six product objectives related to student outcomes and two process objectives related to instructional variables were identified as the goals of the program. Evaluation procedures indicated that two of the product objectives and both process objectives were achieved. Relevant data and instruments are appended. (MK)

UE 0027 ED 208 554
Price, Aida Sieger, Audrey
Comprehensive Planning for Program Coordination: A State of the Art.
New York City Board of Education, Bronx, N.Y.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Sep 80
Note—48p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Planning, Cooperative Programs, *Coordination, Elementary Secondary Education, *Federal Programs, *Program Administration, *Program Development, State Programs
Identifiers—*New York (New York)
Beginning with an overview of problems springing from lack of coordination of federal, state, and local educational programs, this paper examines the current and proposed coordination of such programs across the nation and in New York State and New York City. It defines and makes a case for comprehensive school planning as a planning process interrelating every aspect of the educational system. The second half of the paper reports the results of a field study examining whether comprehensive school planning is currently practiced in schools in New York City. Findings indicate that some schools and districts have successfully begun comprehensive school planning but that program coordination in its most developed forms is rare. (Author/JM)

UE 0028 ED 208 555
Price, Aida Sieger, Audrey
Helping Schools Work: Comprehensive Planning Models Report.
New York City Board of Education, Bronx, N.Y.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Jan 81
Note—269p.; Appendices may reproduce poorly due to small print.
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Case Studies, Compensatory Education, *Cooperative Planning, Coordination, *Educational Cooperation, *Educational Planning, Elementary Secondary Education, *Program Development, Questionnaires, Tables (Data)
Identifiers—Categorical Aid, New York (New York)
To help New York City public schools reduce the fragmentation of student services and design comprehensive instructional plans, researchers gathered examples of cohesive programs that unify classroom instruction with special compensatory educational services funded by outside sources. Chapter one reviews the problems caused by fragmented instructional services, discusses the concept of comprehensive planning, and describes 11 comprehensive programs solicited from school boards and educational researchers around the nation. In chapter two the authors present the results of 40 case studies of New York City schools that provide compensatory instruction through three or more programs funded outside the regular district budget. The findings indicate a high degree of instructional fragmentation. Chapter three profiles two districts and three schools that have model comprehensive instructional plans. The chapter also examines factors affecting comprehensive planning and the relationship between planning and student achievement. Planning services available from the New York City Board of Education's Comprehensive Planning Unit are outlined in chapter four. Appended to the report in a second volume are copies of the case study research instrument, data tables, and planning documents from a model district and school. (Author/RW)

UE 0029 EL 208 625
Nyangoni, Betty Sullivan, Otha Richard
The Role of Pupil Personnel Workers in the Assessment of Learning Disabilities.
District of Columbia Public Schools, Washington, D.C.
Pub Date—25 Feb 81
Note—16p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Diagnosis, *Learning Disabilities, Models, *Pupil Personnel Workers, Role Perception, *Student Evaluation, *Student Placement, Teamwork
The pupil personnel worker's role in assessing learning disabled students is examined. The functions of the evaluation team are delineated, as are individual roles of the school psychologist, classroom teacher, educational assessor, social worker, school counselor, attendance officer, and speech and language pathologist. Contents of the report are covered. The interdisciplinary team's role in interpreting evaluation data for a placement decision is considered. An eight level model for assessment, diagnosis, and placement is charted. (CL)

UE 0030 ED 208 653
Gradisnik, Anthony
Helping Parents Learn a Second Language with Their Children: French.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Jun 80
Note—124p.; For related document see FL 012 557.
Available from—Foreign Language Curriculum Specialist, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201 (for information on tapes).
Language—English; French
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Dialogs (Language), Elementary Education, Fles, *French, *Immersion Programs, *Parent Student Relationship, Pronunciation, *Second Language Learning, Supplementary Reading Materials
Identifiers—Elementary Secondary Education Act Title VI, Questions
This booklet is presented as a guide for parents of elementary school French language students who wish to learn the language along with their children. Divided into seven sections, the booklet presents: (1) language learning hints; (2) pronunciation help including practice in the repetition of phonemes and stress and rhythm patterns; (3) conversation capsules (small dialogs and a selection of drawings to accompany the texts) permitting parents to converse with their children about daily household, school, and community activities; (4) useful expressions for the descriptions of the physical environment, personal feelings, and individuals, and for asking questions and directions and giving commands; (5) a list of "passwords" or expressions to accompany those the child learns in class; and (6) the words to a number of French songs and rhymes included in the child's French language training. Also included are recommendations for French books to be used in the home to supplement the child's school learning. The booklet can be used with two cassette tapes that correspond to the sections presented above. (JK)

UE 0031 ED 208 654
Gradisnik, Anthony
Helping Parents Learn a Second Language with Their Children: German.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Jun 80
Note—139p.; For related document see FL 012 556.
Available from—Foreign Language Curriculum Specialist, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201 (for information on tapes).
Language—English; German
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Dialogs (Language), Elementary Education, Fles, *German, *Immersion Programs, *Parent Student Relationship, Pronunciation, *Second Language Learning, Supplementary Reading Materials
Identifiers—Elementary Secondary Education Act Title VI, Questions
This booklet is presented as a guide for parents of elementary school German language students who wish to learn the language along with their children. Divided into seven sections, the booklet presents: (1) language learning hints; (2) pronunciation help consisting of practice in listening to and repeating German phonemes; (3) conversation capsules (small dialogues and a selection of drawings to accompany the texts) permitting parents to converse with their children about daily household, school, and community activities; (4) useful expressions for the description of the physical environment, personal feelings, and individuals, and for asking questions and directions and giving commands; (5) a list of "passwords" or expressions to accompany those the child learns in class; and (6) the words to German songs, rhymes, and riddles in the child's German language training. Also included are recommendations for German books to be used in the home to supplement the child's school learning. The booklet can be used with two cassette tapes that correspond to the sections presented above. (JK)

UE 0032 ED 208 661
Haney, Carol M Decker, Bob D.
BESL Handbook for Spanish/English BESL Classes.
Long Beach Unified School District, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Note—88p.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Bilingual Education, *Educational Objectives, Educational Philosophy, Elementary Education, *English (Second Language), Instructional Design, Instructional Materials, Parent Participation, *Spanish, *Teaching Methods
Identifiers—California (Long Beach)
This handbook contains information to assist teachers serving in Bilingual/English as a second language (BESL) assignments. Its purpose is to provide focus to the BESL program and to help LEP (Limited English Proficient) students improve their ability to read, write, and speak English, while developing needed concepts and skills. It was prepared by a committee of teachers, paraprofessionals, and administrators working with students during the 1977-81 school years and is intended for use in the Long Beach Unified School District's Spanish/English bilingual classes, grades K-8. The BESL handbook includes ten sections devoted to the following topics: (1) philosophy and goals of programs using bilingual education procedures, techniques, and methods; (2) organizational design, including remarks on the self-contained bilingual classroom and on team teaching; (3) guidelines and information about materials and district resources; (4) cognitive learning styles; (5) approaches to bilingual lesson delivery; (6) oral language skills, Spanish and English; (7) Spanish Reading Skills; (8) English Reading Skills (Transfer); (9) cultural activities; and (10) parent involvement. An appendix lists often-used acronyms. (MES)

UE 0033 ED 208 688
Gradisnik, Anthony, Comp.
Helping Parents Learn a Second Language with Their Children: Spanish.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—Jun 81
Note—161p.; For French and German versions, see FL 012 556-557.
Available from—Foreign Language Curriculum Specialist, Milwaukee Public Schools, P. O. Drawer 10K, Milwaukee, WI 53201 (for information on tapes).
Language—English; Spanish
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Dialogs (Language), Elementary Education, Fles, *French, *Immersion Programs, *Parent Student Relationship, Pronunciation, *Second Language Learning, Supplementary Reading Materials
Identifiers—Elementary Secondary Education Act Title VI, Questions
This guide for parents of elementary school Spanish language students who wish to learn the language along with their children contains the following materials: (1) language learning hints; (2) pronunciation help including rhythm patterns; (3) conversation capsules (small dialogs and a selection of drawings to accompany the texts) permitting parents to converse with their children about daily household, school, and community activities; (4) useful expressions for the descriptions of the physical environment, personal feelings, and individuals, and for asking questions and directions and giving commands; (5) a list of "passwords" or expressions to accompany those the child learns in class; and (6) the words to a number of French songs and rhymes included in the child's French language training. Also included are recommendations for French books to be used in the home to supplement the child's school learning. The booklet can be used with two cassette tapes that correspond to the sections presented above. (JK)

UE 0034 ED 209 261
Katims, Michael Jones, Beau Fly
Chicago Mastery Learning Reading: Mastery Learning Instruction and Assessment in Inner City Schools.
Pub Date—May 81
Note—28p.; Paper presented at the Annual Meeting of the International Reading Association (New Orleans, LA, May, 1981).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Criterion Referenced Tests, *Data Analysis, Elementary Education, *Mastery Learning, *Models, *Program Evaluation, *Reading Programs, *Scores
Identifiers—*Chicago Public Schools IL
The Chicago Public Schools have been developing and implementing a citywide instructional program of continuous progress/mastery learning in reading. It includes the delineation of a K-8 continuum of instructional objectives; a criterion-referenced testing program which serves as the basis for instruction, promotion, and administrative monitoring; and a mastery learning instructional system: the Chicago Mastery Learning Reading materials for teachers. The Chicago mastery learning model differs from other mastery learning models in three major regards: (1) it welds mastery learning theory with theories of cognition and learning and with concepts relating to instruction; (2) it emphasizes group instruction; and (3) its delivery system emphasizes materials development rather than staff development. In evaluating the effects of this innovation, the theory of mastery learning was used to infer specific changes and patterns of changes which ought to occur in achievement test scores, thus enriching the interpretation of that data. (Author/BW)

UE 0035 ED 209 270
Tobias, Robert And Others
The Ethnic Representation of Special Education Referrals, Classifications and Placements in New York City. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Jul 80
Note—109p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Disabilities, Elementary Education, Emotional Disturbances, *Ethnic Distribution, Mainstreaming, Mild Mental Retardation, *Minority Group Children, Neurological Impairments, Program Evaluation, *Racial Discrimination, *Special Education, *Student Placement
Identifiers—Education for All Handicapped Children Act, *New York City Board of Education
The evaluation of the influence of bias upon the referral, evaluation and placement (REP) process of placing handicapped children in special education programs was discussed. The representativeness of children referred for Committees on the Handicapped (COH) evaluation; social-demographic and administrative variables related to referral rates at the school level; and representativeness of the population of pupils placed in publicly funded private programs for the handicapped were examined. Hispanics and blacks were found to be discriminated against in public funding for private school placement. Examination of the policies that determine a student's qualifications for public funding would be the most cost effective remedy to reduce representational discrepancies in the REP process. Referral to COH was found to be predominantly disciplinary among blacks, while for whites it was learning problems. The existence of remedial and supplementary programs at the local school level would reduce non-essential labeling and segregation of children. The addition of bilingual staff would reduce representational disparities in public school special education. Ethnic disparity in granting of contract aid accounted for the discrepancies in ethnic representation of public school handicapped programs. (DWH)

UE 0036 ED 209 280
Matthews, Tom
An Investigation of the Effects of Background Characteristics and Special Language Service on the Reading Achievement and English Fluency of Bilingual Students, Report No. 79-19, [and] Management Information Summary, Report No. 79-20.
Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
Pub Date—Nov 79
Note—55p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Age Differences, Asian Americans, *Bilingual Students, Elementary Education, English (Second Language), *Language Fluency, *Models, *Reading Achievement, *Second Language Programs, Socioeconomic Background, *Student Characteristics
Identifiers—*Seattle Public Schools WA
Some of the variations in reading achievement and fluency levels among bilingual students enrolled in the Seattle Public Schools are explained, and an examination of the effects of special language services (English as a second language and bilingual subject matter instruction) is emphasized. A model is presented which examines the relationships among the following variables: reading achievement, relative English fluency, special language services, family income, language background and grade level. Results indicated that the bilingual population is: (1) low in relative English fluency; (2) largely composed of Asian language groups; (3) lower in reading achievement and higher in math achievement than the national norm group; and (4) composed of high proportions of low income families. No strong evidence was obtained supporting the assertion that special language services have a consistent or positive effect upon reading achievement. A summary of the report is included. (Author/GK)

UE 0037 ED 209 283
School Improvement Project: First Annual Assessment Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Aug 80
Note—129p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Citizen Participation, *Educational Improvement, Elementary Education, Formative Evaluation, *Needs Assessment, *Program Descriptions, *Program Evaluation, School Districts, *Self Evaluation (Groups)
Identifiers—*New York City Board of Education, *School Effectiveness
Results are presented from the first interim assessment of the School Improvement Project conducted by the Documentation Unit of the Metropolitan Educational Development and Research Project. The primary goal of the project is to assist participating schools in the processes of self-improvement through the establishment of a school-based planning committee representing the various constituencies making up the school. Democratic school community participation and decision-making are emphasized. The attention of the participants is directed to instructional, curricular, and administrative needs of the schools through the practice of ongoing planning and evaluation. The focus of the assessment was the activities of the first year of program implementation in New York City schools. The organizational location, funding, objectives, activities, and staffing of the project are discussed, followed by a description of the Documentation Unit and the methodology of the interim project assessment. (Author/GK)

UE 0038 ED 209 355
Harmon, David J.
Fast Paced Mathematics Project. Final Evaluation Report.
Kanawha County Schools, Charleston, W. Va.
Pub Date—30 Sep 81
Note—34p.; Prepared through the Department of Research and Evaluation.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acceleration, *Gifted, Grade 8, Junior High Schools, *Program Effectiveness, *Program Evaluation, *Secondary School Mathematics, *Special Programs, Student Attitudes
Identifiers—*Kanawha County Schools WV
Kanawha County Schools' replication of the Johns Hopkins Fast Paced Mathematics program has completed its first year of implementation. This program is an alternative that speeds up the rate of learning for mathematically gifted students to a pace that is consistent with their capabilities. The program served eighth grade students. The main purposes of this study are: (1) to determine if product objectives were attained; (2) to examine other indicators of project effectiveness; (3) to provide

information that will be helpful in planning the 1981-82 program; and (4) to collect baseline data concerning student attitude toward mathematics. (Author/GK)

UE 0039 ED 209 366

Soder, Jane And Others

Educational Effectiveness and Student Academic Gains. Report No. 81-3.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Feb 81

Note—14p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Comparative Analysis, Elementary Secondary Education, *Evaluation Methods, *Program Effectiveness, *Program Evaluation, Statistical Analysis

Identifiers—*School Effectiveness, *Seattle Public Schools WA

This report is a partial review of the Evalution Office of the Seattle, Washington School District's ongoing development of an evaluation method that can be used to compare schools, diverse instructional programs, or similar programs in different settings. The need for a method that can identify educational practices which result in student achievement gains is also emphasized in the review. This paper focuses on the examination of statistical methods that could be used to produce indices of academic gains and to develop a method for study. Reviewed is the evaluation methods selection process that produced a usable evaluation technique which subsequently identified schools showing large academic gains for the 1978-79 and 1979-80 school years. The report states that this method showed only a small number of schools with unusually large or small achievement gains and concludes that few schools are likely to have school-wide educational program characteristics which lead overall achievement anomalies. (Author/APM)

UE 0040 ED 209 368

Walkup, Hugh

1977-78 Desegregation Evaluation Summary. Report No. 78-9.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Nov 78

Note—19p.; For related documents, see UD 021 720 and UD 021 722-723.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *Administrator Attitudes, Decision Making, *Desegregation Effects, Desegregation Methods, Elementary Secondary Education, *Parent Attitudes, Program Costs, *Program Effectiveness, Racially Balanced Schools, *School Desegregation, *Teacher Attitudes

Identifiers—*Seattle Public Schools WA

This report summarizes the costs and outcomes of Seattle, Washington's 1977-78 desegregation programs; perspectives on desegregation programs of surveyed parents, teachers, and administrators; and recommendations based on this information. A major emphasis of the report is on the extent to which student transfer programs reduced racial imbalance and the context in which this reduction took place. Recommendations focus on racial imbalance and student transfers, educational programs in desegregated settings, administrative support to desegregation programs, and decision making for desegregation. (APM)

UE 0041 ED 209 370

Ramey, Madelaine

Descriptive Analysis of the 1978-79 Horizon Population and Selection Process. Report No. 79-13.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Jul 79

Note—22p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Competitive Selection, Elementary Secondary Education, Equal Education, *Ethnic Groups, *Gifted, Magnet Schools, School Desegregation, *Sex Differences, *Student Characteristics, Test Bias, Urban Education, Voluntary Desegregation

Identifiers—*Seattle Public Schools WA

This report describes the student selection process and its results for the Horizon Program, a magnet program for gifted students conducted in Seattle, Washington public schools in 1978-1979. In the first section various measures used to determine students' creative, academic, intellectual, and leadership capabilities for program admission are outlined. The second section presents demographic characteristics of students, comparisons of age, sex and ethnic group performance on program admission tests, and a discussion of the relation of admission measures to selection decisions. The report concludes with a recommendation that given the role of the Horizon Program in Seattle's desegregation effort, the selection process be critically examined in order to assure equal opportunity for all age, sex and ethnic groups. (APM)

UE 0042 ED 209 372

Bartley, Robert

Desegregation Evaluation Progress Report: Teachers and Administrators Survey Responses. Report No. 79-18.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Nov 79

Note—30p.; For related documents, see UD 021 719-720, UD 021 722 and UD 021 746. Some tables may be marginally legible due to small size type.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Board of Education Policy, Elementary Secondary Education, *Program Effectiveness, *School Desegregation, *Staff Development, Surveys, *Teacher Attitudes, Urban Education

Identifiers—*Seattle Public Schools WA

This report presents the results of a survey of Seattle, Washington teachers and administrators on desegregation planning and implementation. In the first section an assessment of district sponsored human relations courses and other staff development activities by participating teachers and administrators is provided. The second and third sections summarize teachers' and administrators' perspectives on how successful the school district has been in twenty-two aspects of school district operation during the 1978-1979 school year. These two sections also summarize importance that teachers and administrators felt each of these factors played in the success of the 1979-80 school year. Responses to the survey indicated that teachers felt district performance to be marginally acceptable, while administrators felt more positively about district performance, judging it generally acceptable. (Author/APM)

UE 0043 ED 209 374

Ramey, Madelaine James, Jim

An Assessment of the Impact of Special Education Programs on Non-Special Education School Building Staff. Report No. 77-13.

Seattle Public Schools, Wash. Dept. of Management Information Services.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—29p.; Some tables may be marginally legible due to small size type. For a related document, see UD 021 724.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Expenditure Per Student, *Mainstreaming, *Program Costs, Readiness, *Special Education, *Staff Development, Teacher Qualifications

Identifiers—*Seattle Public Schools WA

This report assesses the impact of special education programs on non-special education school building staff in Seattle, Washington, during the 1976-1977 school year. The report presents the results of a survey that was designed to investigate two questions: (1) to what extent does the presence of a special education program result in expenditures of non-special education staff time; and (2) what is the state of readiness for bringing more special education students into the regular classroom? It is recommended that the calculation of cost per pupil for special education include the costs of services delivered by other personnel. Also called for is the initiation of an inservice training program for non-special education staff to teach handicapped students in the regular classroom. (APM)

UE 0044 ED 209 387

Frerichs, Allen H.

A Second Year Evaluation of the ESEA Title III Urban Leadership Program.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date—Jun 76

Note—82p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, *Compensatory Education, Educationally Disadvantaged, Elementary Education, Grade 6, *Minority Group Children, Parent Attitudes, *Program Effectiveness, Program Evaluation, *School Community Relationship, Self Esteem, Student Attitudes, Urban Culture, *Urban Education, *Urban Environment

Identifiers—*Chicago Public Schools IL, Elementary Secondary Education Act Title III

The Urban Leadership Program, funded under Title III of the Elementary and Secondary Education Act, was carried out among sixth graders at the Albert Einstein School in Chicago, Illinois. The primary purpose of the program was to develop skills and competence to prepare participants for survival and success in a large urban environment. A secondary purpose was to break down focuses on 1975-76, the second year of the program's operation, and include: (1) a description of the program, its purposes, organization, students, instructional activities and evaluation procedures; (2) an analysis of program objectives; (3) data on the extent to which the program is meeting expectations; (4) a summary of the effects that the program has had on the school, the immediate community and city; and (5) a summation of findings, conclusions and recommendations. Appended to the report are several evaluation instruments, including a school attitude inventory, urban experience inventory, self esteem inventory, comprehensive post-program examinations, and a questionnaire administered to parents or community members who served as resource advisors. (Author/GC)

UE 0045 ED 209 398

Marchisio, James R. And Others

A Second Year Study of the Educational and Demographic Factors That Affect the Reading and Mathematics Performance of Title I Students. Report No. 77-1.

Seattle Public Schools, Wash. Dept. of Management Information Services.

Pub Date—Jan 77

Note—60p.; Tables may be marginally legible due to small size type.

Pub Type— Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, Instructional Design, Mathematics Achievement, *Program Effectiveness, *Program Evaluation, Reading Achievement, School Demography, Scores, Socioeconomic Influences, *Student Characteristics, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title I, *Seattle Public Schools WA

This report contains the results of the second year (1975-76) of a five year longitudinal study to determine the effectiveness of Title I programs for disadvantaged students in Seattle, Washington's Public Schools. The report attempts to identify Title I student characteristics and determine which educational variables affect academic performance. Research and evaluation focused on the following issues: (1) student and program characteristics; (2) achievement test score pattern; (3) reading and math achievement by program; (4) transfer of learning from compensatory education to regular classroom programs; (5) the effect of socioeconomic and population characteristics on academic achievement; and (6) instructional variables related to the success of Title I students. A summary of findings, conclusions, and recommendations provides a brief synopsis of the major results and implications of the study. (Author/APM)

UE 0046 ED 209 527

Norris, Carol A. Wheeler, Linda

Phoenix Union High School District #210 Adult Academy Evaluation Report, 1980-81. Research Services Report No. 33:08:80/81:010.

Phoenix Union High School District, Ariz. Research Services.

Pub Date—81

Note—32p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Adult Students, Basic Skills, Competency Based Education, *Minority Groups, *Outcomes of Education, Pretests Posttests, *Program Effectiveness, Program Evaluation, *Reading Instruction, Research Problems, Spanish Speaking, Student Problems, Volunteers
Identifiers—*Phoenix Union High School District AZ
The Adult Reading Academy, a federally-funded service of the Phoenix Union High School District, serves native- and foreign-born adult students who are deficient in the basic skills of reading, writing, arithmetic, and oral communication. In 1980/81, the program served 476 students at 17 sites. Approximately 24 percent of the clients served were members of minority groups (principally Spanish-speaking), the elderly, adjudicated youth, pregnant teenagers, or inmates of the women's prison. Student academic success was evaluated by the Wide Range Achievement Test. Three-fourths of the students who were pre- and posttested made the projected gain of one month in grade level per 25 hours of instruction. Many of the students also reported personal success at home and on the job. Inservice training was provided to both paid staff and volunteer staff members, 27 of whom contributed a total of 1417.5 hours to the program during the year. Participant evaluations of the inservice workshops were positive. Two areas of concern, common to many adult basic education programs, were evident during the year: (1) five sites did not attract enough clients, and (2) approximately 20 percent of the students separated from the Academy without stating their reasons for leaving. Staff members reported difficulty in making follow-up contacts. A thorough evaluation of program effects is, therefore, difficult. (Author/KC)

UE 0047 ED 209 834
Mares, Sharon
Non-Discriminatory Assessment: Formal and Informal Assessment of Limited English Proficient Children.
Los Angeles County Superintendent of Schools, Calif.
Pub Date—Feb 81
Note—19p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session Th-12).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Culture Fair Tests, Elementary Education, Informal Assessment, Language Handicaps, *Mexican Americans, Non English Speaking, *Spanish Speaking, Student Evaluation, *Test Construction, Test Reliability, Test Validity
Identifiers—Bilingual Special Education, *Limited English Speaking, *PEOPLE (Test)
PEOPLE (Pruebas de Expresion Oral y Percepcion de la Lengua Espanol) was developed as a test to help distinguish between a language difference and a language deficit in non English proficient (NEP) and limited English proficient (LEP) elementary Hispanic students. PEOPLE was developed, pilot tested in 14 school districts in Los Angeles County with 136 Mexican American students, and in field testing found to promise validity and reliability after editing. Subtests of PEOPLE include auditory association, sentence repetition, encoding, auditory sequential memory, and story comprehension (sample items of each are given). (CL)

UE 0048 ED 210 280
Roecks, Alan L. Casper, Paul
The Using Evaluation Data Form.
Education Service Center Region 20, San Antonio, Tex.
Pub Date—Nov 80
Note—38p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Evaluation Methods, *Evaluative Thinking, *Program Evaluation
Identifiers—*Evaluation Utilization, *Using Evaluation Data Form
The Using Evaluation Data Form (UEDF) represents a psychological lever for getting a program's decision maker to consider major evaluation findings. The form may be used at any point of the evaluation process when sufficient data exist to support a finding deserving of action or reaction by the project staff. By local policy, it is required for inclusion in all end-of-year evaluation reports. Findings are results of evaluation activities conducted throughout the year. The process of the form's use is initiated when the evaluator lists, in draft form, findings the evaluator desires to be considered for possible action by the project manager. Findings are reported descriptively rather than judgmentally. In most instances, the evaluator will discuss these findings with the project manager. Each finding is addressed by the manager, indicating the action taken, or to be taken. Justification for no action or action contrary to the findings, must be explained. The "Action" column represents the project manager's reply to the evaluation findings. An example form is attached for review. The form is effective to the extent that the system requires the program people be committed to a course of action in response to evaluation data. (Author)

UE 0049 ED 210 282
Program Related Evaluation (Manual and Staff Development Package).
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Pub Date—Jul 80
Note—86p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Assessment, *Educational Quality, Elementary Secondary Education, *Program Evaluation, *Research Committees, *Staff Development, Staff Orientation
This is a manual designed to accompany staff development sessions in which research and evaluation personnel will discuss key areas with administrators, evaluators in schools, and area office personnel. Forms and methods for assessment and reporting of pupils' progress in a local school's instructional program are illustrated. The state requirements in regard to on-going evaluation are enumerated. The methods of establishing an evaluation committee and the functioning of it to review program implementation, quality, outcomes for students and staff, and the match between budget and expenditures are outlined. Specific forms are reproduced and directions for their use are included. Program evaluation requires a sound communication network among staff to be effective. This manual provides detailed instructions for establishing an effective evaluation committee. (DWH)

UE 0050 ED 210 328
Raivetz, Mark J. Kean, Michael H.
Approaches to Evaluating a Systemwide Desegregation Effort.
Pub Date—16 Apr 81
Note—24p.; Paper presented at Symposium on "Measuring the Impact of Desegregation" at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April 16, 1981).
Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Desegregation Plans, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, *Program Effectiveness, *Program Evaluation, School Desegregation, Urban Schools, *Voluntary Desegregation
Identifiers—*Philadelphia School District PA
This paper briefly reviews the current racial balance in Philadelphia, Pennsylvania public schools and discusses the development of an evaluation system to assess progress toward desegregation. Priority products and services of the Desegregation Evaluation Unit, formed in 1979, are listed. A number of problems that must be addressed in order for the school district to participate successfully in a voluntary desegregation plan are discussed. Individual objectives, relating to racial balance, community involvement, staff development, and academic achievement, are outlined and ways of evaluating each objective are reviewed. Finally, serious barriers to voluntary desegregation are discussed, particularly the tendency toward "one way" desegregation; that is, minority students attend predominantly white schools, but few white students voluntarily attend schools in minority neighborhoods. (GC)

UE 0051 ED 210 335
Testing Results for Minority Isolated Schools. San Diego City Schools. Spring 1981. Report No. 295.
San Diego City Schools, Calif. Evaluation Services Dept.
Pub Date—7 Jul 81
Note—117p.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Achievement Gains, Basic Skills, Compensatory Education, *Court Litigation, Elementary Secondary Education, *Minority Group Children, Racial Composition, School Segregation, *Scores, *Test Norms
Identifiers—Comprehensive Tests of Basic Skills, *San Diego Unified School District CA
This report summarizes the results of achievement tests administered in the Spring of 1981 to students in court-identified minority-isolated schools in San Diego, California. An introduction outlines the court order and describes the tests and the participating schools. In 28 of the 36 subject-grade level instances analyzed, student achievement on the Comprehensive Tests of Basic Skills met or exceeded interim goals, goals which reflect the rate of progess needed to attain the court specified objectives. Test results also revealed an increased percentage of students performing at or above the national norm for reading, mathematics, and language. In conclusion, these test results show a high level of success for the instructional programs implemented in response to the court decision. (APM)

UE 0052 ED 210 336
Report of the San Diego Plan for Racial Integration 1980-81, Part I.
San Diego City Schools, Calif.
Pub Date—23 Jun 81
Note—306p.; Some tables may be marginally legible due to small size type.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Desegregation Effects, Elementary Secondary Education, *Enrollment Trends, Faculty Integration, *Racial Composition, Racially Balanced Schools, *Racial Relations, *School Demography, *School Desegregation, School Statistics
Identifiers—*San Diego Unified School District CA
This is part one of the report of the San Diego (California) Plan for Racial Integration, 1980-81. Information is presented in four areas in order to chart the progress made by the San Diego School District. These include: (1) a census of students' ethnic backgrounds; (2) the number of minority, minority-isolated, and majority students in each integration program; (3) a comparison of the students enrolled in the various programs with the goals for the programs; and (4) integration indexes which reflect the exposure of minority to majority students and assess the ethnic balance of the district's teaching staff. In addition, various specialized integration projects such as race relations and oral communication programs for staff are reviewed. Findings and conclusions are provided at the report's end. (APM)

UE 0053 ED 210 340
A Voluntary Plan for the Interdistrict Exchange of Students and Related Programs.
Saint Louis Public Schools, Mo.
Pub Date—4 Mar 81
Note—39p.; For a related document, see UD 021 775.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, Admission Criteria, Budgeting, Court Role, *Desegregation Methods, *Desegregation Plans, Educational Planning, Elementary Secondary Education, Financial Policy, *Interdistrict Policies, *Student Transportation, Transfer Policy, *Transfer Students
Identifiers—*Saint Louis City School District Mo
This voluntary plan for the interdistrict exchange of students responds to a desegregation court order issued to the St. Louis, Missouri Board of Education. Among the criteria cited as necessary to the operation of permissive interdistrict transfers were: (1) eligibility of a student to transfer to a district and school where the student's race is in the minority; (2) determination of space availability by the host district; (3) agreement by the host district to provide the same educational services to the transfer student as are provided its own students; (4) agreement by participating districts to provide information on space availability by school and by grade; (5) the

right of eligible students to apply for a specific school in which space has been identified; and (6) agreement by participating districts to actively promote interdistrict transfer. Criteria for student selection, evaluation of building capacity and site selection for magnet schools and other special programs, staff exchanges, parent/community involvement, transportation policies, and administrative coordination are also examined. A discussion of finances includes an itemized budget summary for the plan. The budget also describes activities for the implementation of the plan over a three year period, and includes the estimated number of students involved during each phase. (JCD)

UE 0054 ED 210 341

Cotter, Marian E.

Public Information and Public Involvement. Progress Report, September 1980-March 1981.

Saint Louis Public Schools, Mo.

Pub Date—Mar 81

Note—48p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Enrollment, *Hotlines (Public), *Information Services, Magnet Schools, *Outreach Programs, *School Community Relationship, *School Desegregation, School Security, Special Programs, Student Placement, Transfer Policy

Identifiers—*Saint Louis City School District MO

This progress report on the Public Information Section of the St. Louis, Missouri public schools covers the period from April to September 1980 and includes a log of events and descriptions of activities related to the implementation of the school desegregation plan. According to this report, the Public Information Section incorporated the following activities: (1) establishment of a telephone hotline for the dissemination of desegregation related information; (2) development of a media campaign directed toward all segments of the St. Louis community and school personnel; (3) identification of community resources and organizations to act as liaisons between the public schools and the community; (4) coordination of contacts with media persons, arrangement of media conferences, and provision of speakers as requests were made; (5) provision of training in media communication skills for school administrators; and (6) recruitment and training of volunteers for the Straight Story Line. The Straight Story Line is described as an information and referral service which handled telephone inquiries about school assignments, enrollments, transfer policies and procedures, school safety and security measures, and transportation services. Also included in this report is information on the daily number and content of the telephone inquiries. Appended are two summary reports on the Straight Story Line. (JCD)

UE 0055 ED 210 343

Foote, Edward T.

An Educational Plan for Voluntary, Cooperative Desegregation of Schools in the St. Louis, Missouri Metropolitan Area.

Saint Louis Public Schools, Mo.

Pub Date—27 Mar 81

Note—41p.; For a related document, see UD 021 772. Some pages may be marginally legible due to reproduction quality of original document.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, *Desegregation Effects, Desegregation Methods, *Desegregation Plans, Educational Planning, Elementary Secondary Education, Magnet Schools, Nonschool Educational Programs, *Program Administration, *School Desegregation, Student Transportation, Transfer Students, *Voluntary Desegregation

Identifiers—*Saint Louis City School District Mo

This educational plan for voluntary, cooperative school desegregation was designed to provide the St. Louis, Missouri Public School System with strategies for coping with desegregation effects, such as declining enrollments, teacher layoffs, and school closings. The primary components of the plan include: (1) permissive, interdistrict transfers on to existing programs that already have available space when the transfer would decrease racial segregation; (2) specialized magnet schools or programs that could be either full-time or part-time; and (3) educational programs designed to promote constructive experiences for students of different races in nonschool educational settings. Other factors considered in the development of the plan were criteria for student, teacher and administrator involvement, transportation, administrative coordination, and financing. The plan is described as six years in length; implementation is to be accomplished in two phases. (JCD)

UE 0056 ED 210 349

The Toledo Catalog. Assessment of Students and School Administration, Volume 1. Draft.

Toledo Public Schools, Ohio.; Western Michigan Univ., Kalamazoo. Evaluation Center.

Pub Date—30 Jun 80

Note—387p.; Some pages may be marginally legible due to reproduction quality of original document.

Pub Type— Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Models, School Administration, Student Behavior, *Student Development, *Student Improvement, Testing

Identifiers—*Toledo Public Schools OH

Presented here is volume one of a catalog developed by the Toledo, Ohio Public Schools and the Evaluation Center at Western Michigan University and designed as a tool for the evaluation of student growth and learning. The introduction and preface provide information concerning the development and use of these materials which are said to be suggestive rather than prescriptive in nature. Part one consists of a description of student behaviors in seven growth areas, which are divided into subsections within each area, and further divided into student traits. The seven growth areas are intellectual, emotional, physical and recreational, aesthetic and cultural, moral, vocational, and social. Part two consists of a wide variety of measuring devices for the seven growth areas and for a range of age/grade categories which can be used to assess student performance. Three remaining sections facilitate the use of this document. The outline of classes section provides an overview of subsections in each growth area. A cross reference index gives an alphabetical listing of classes, categories, and characteristics keyed to the page on which the narrative is found and followed by the page number of all applicable measuring devices. Finally, the index of measures is organized to provide the page numbers of measuring devices by type and subject. (Author/JCD)

UE 0057 ED 210 350

Biernacki, Gerald J. And Others

A Plan for Evaluation Services.

Toledo Public Schools, Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date—7 May 80

Note—45p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Formative Evaluation, Management by Objectives, *Models, Needs Assessment, *Program Costs, *Program Evaluation, Student Development, *Summative Evaluation

Identifiers—Toledo Public Schools OH

The evaluation of instructional programs is necessary in order to document accomplishments, determine cost effectiveness, establish management control, and provide bases for improving the education of students. The responsibilities and technical requirements of an evaluation system involve the function of the following component areas: demographic information, program evaluation, program auditing, testing, and technical assistance. The evaluation process includes: (1) a generalized needs assessment and identification of the problem area; (2) a focused assessment involving program development, implementation and formative evaluation; and (3) a summative evaluation and dissemination of results. The organization and development of an evaluation system also involves the selection and training of staff as well as the implementation of a systemwide standardized testing program. (JCD)

UE 0058 ED 210 358

Moles, Oliver Collins, Carter

Home-School Programs of Urban School Districts.

Pub Date—15 Apr 81

Note—22p.; Paper presented at the Annual Meeting of the American Education Research Association (Los Angeles, CA, April 15, 1981).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economically Disadvantaged, Elementary Secondary Education, *Family Influence, *Family School Relationship, *Home Programs, Home Study, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, School Community Relationship

Identifiers—*Parent as a Teacher, Parent Assisted Learning Program

This paper reports the results of an ongoing study of home school programs incorporating the fourth through twelfth grade levels of large urban school districts. It examines the nature and scope of programs designed to improve student learning through parent involvement in tutoring, managerial and socializing activities as they relate to educational practice. Programs are classified according to goals for students such as achievement, social development, attendance, and career plans, and according to modes of home school interaction, parent school and parent child activities. Also included is a review of selected home school programs and a set of general guidelines, objectives, and activities for prospective home school programs. (JCD)

UE 0059 ED 210 360

Murray, Charles A. And Others

The National Evaluation of the Cities in Schools Program. Report No. 4. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—AIR-68201-2-81-FR-4

Pub Date—81

Contract—400-77-0107

Note—214p.; Some pages may be marginally legible due to reproduction quality of original document.

Pub Type— Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Cost Effectiveness, *Delivery Systems, *Disadvantaged Youth, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, *School Community Relationship, Social Services, *Student Development, *Urban Programs

Identifiers—*Cities in Schools

This is the final report of an evaluation of the Cities in Schools (CIS) program which was designed to ensure the delivery of educational and social services to inner city students; CIS uses the school as a base of operations. CIS contends that the current delivery systems are insufficient to meet the needs of youth due to lack of coordination, personalism, accountability and morale, according to this report. CIS's solution to this problem was reviewed in the light of the following assertions: (1) CIS will provide a superior structure and process for service delivery to disadvantaged youth; (2) the higher quality of service leads to significant, positive impact on youth; and (3) these positive benefits can be achieved without excessive increase to costs of the present delivery systems. Also discussed are problem reduction strategies versus solution building strategies in the evaluation of CIS, and CIS elements as part of the solution. A commentary by CIS on the issues that affected the program evaluation is appended. A discussion of the design of the study, which includes samples of caseworker and student interview forms, service delivery questionnaires, project histories, and other archival data from the evaluation are included in the appendices. (JCD)

UE 0060 ED 210 379

"I Have a Dream..." Publication 5-204-TCH.

Detroit Public Schools, Mich. Div. of Curriculum and Educational Research.

Pub Date—Jan 75

Note—36p.

Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black History, *Black Leadership, *Civil Rights, Curriculum Guides, Elementary Secondary Education, Resource Materials, United States History

Identifiers—*King (Martin Luther Jr)

This teaching resource designed for use in the Detroit, Michigan public schools provides biographical and bibliographical information on Dr. Martin Luther King, Jr. The booklet contains excerpts from Dr. King's speeches and texts of songs pertinent to

Dr. King and the Civil Rights movement. Suggestions for classroom and school-wide activities to commemorate Dr. King are also included. (APM)

UE 0061 ED 210 380
Bibliography of Human Rights: Elementary Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date—Apr 81
Note—13p.; For related documents, see UD 021 876-877.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Biographies, *Civil Liberties, Elementary Education, *Elementary School Students, Ethnic Groups, *Human Relations, Social History, United States History
This annotated bibliography of books and articles targeted toward elementary school students includes both fiction and nonfiction entries representing social, historical, and political perspectives of various issues involved in the study of human rights development in the United States. The 84 entries cover books published between 1944 and 1980. (JCD)

UE 0062 ED 210 381
Bibliography of Human Rights: Middle Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date—Apr 81
Note—26p.; For related documents, see UD 021 875-877.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advocacy, Annotated Bibliographies, Biographies, *Civil Liberties, Ethnic Groups, Ethnography, *Human Relations, Junior High Schools, *Junior High School Students, Middle Schools, Social History, United States History
This annotated bibliography on human rights is targeted toward middle school students and emphasizes works that document the influence of specific events on human rights development, the political, social, and cultural histories of various ethnic groups in the United States, and the biographies of eminent human rights advocates. There are 170 citations included. (JCD)

UE 0063 ED 210 382
Bibliography of Human Rights: High Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date—Apr 81
Note—27p.; For related documents, see UD 021 875-876.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Civil Liberties, Ethnic Groups, High Schools, *High School Students, *Human Relations, Immigrants, United States History, Womens Studies
This annotated bibliography targeted toward high school students includes entries that reflect a variety of social, political and cultural issues in the history of human rights in the United States. Among the major topics represented are the changing roles and opportunities of women, the immigration and acculturation of various ethnic groups, and energy and economic problems of the twentieth century. The 193 entries are arranged by classification number. (JCD)

UE 0064 ED 210 385
Wilson, Linda
Title I: African-American Studies Program. Student Workbook.
Detroit Public Schools, Mich.
Pub Date—[79]
Note—75p.; Best copy available.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—African Culture, African History, African Languages, *Black History, *Black Studies, *Cultural Awareness, Elementary Secondary Education, *Ethnic Studies, Foreign Countries, Geography, *Multicultural Education, Workbooks
Identifiers—*Africa
This is a student workbook in African American studies used in the Detroit, Michigan public schools in 1978-79. The workbook contains student exercises in African history, culture, geography, languages, architecture, folktales, food, and artifacts. The continent of Africa is covered in units on Egypt, North Africa, West Africa, Central Africa, and South Africa. In addition, the black experience of slavery in North America is covered in a section about Africans in the New World. (APM)

UE 0065 ED 210 386
Detroit Objective Refereneed Tests (DORT): Ethnic Literacy Handbook. A Guide for Teacher Planning.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[80]
Note—434p.; For related documents, see ED 191 012 and UD 021 884-885.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—American Indians, Bibliographies, Blacks, Chinese Americans, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Education, Ethnic Bias, *Ethnic Groups, *Ethnic Studies, Hispanic Americans, Japanese Americans, *Multicultural Education, Racial Bias, Resource Materials
Identifiers—*Detroit Public Schools MI
This teacher's guide on ethnic literacy was developed by the Ethnic Literacy Project for the Detroit, Michigan public schools. It consists of lessons, materials and activities intended to supplement reading activities under the DORT (Detroit Objective Referenced Tests) Reading System being implemented in those urban classrooms from kindergarten to eighth grade which are affected by a desegregation order. Included in the guide are instructional materials, lessons and activities on ethnicity, stereotypes, prejudice, immigration, the Holocaust, family life, folk tales, nutrition, and ethnic heritage, intended for inclusion at the teacher's discretion into Social Studies, English, Music Appreciation, and Art. An annotated bibliography of children's books using ethnic characters and a list of books, records, films and other resources related to the subject matter of the guide are appended. (MJL)

UE 0066 ED 210 387
DORT: Ethnic Literacy Project. ESAA Basic Project. Teacher's Manual.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—80
Note—73p.; For related documents, see ED 191 012 and UD 021 883-885.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliographies, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Education, *Ethnic Groups, *Ethnic Studies, Instructional Materials, *Multicultural Education, Program Descriptions, Program Implementation, Resource Materials, Teaching Guides
Identifiers—*Detroit Public Schools MI
This is a teacher's manual describing the activities of Detroit, Michigan's Ethnic Literacy Project and providing resource materials and classroom techniques for teaching ethnic heritage. The manual states that the Ethnic Literacy Project was intended to supplement the Detroit Objective Referenced Tests (DORT) Reading System. This system, the manual continues, was designed to develop comprehensive reading skills among students in all grades. Contained in the manual is a test for students to determine their knowledge about the history and culture of Detroit's many ethnic groups. The manual also contains lists of resource materials available from both general sources and from DORT. These materials include books, recordings and films. Various resource centers' addresses and sample suggested activities for extending ethnic literacy to basal readers are also included. A bibliography of books on ethnic subjects primarily for elementary school children, and a list of DORT Comprehension Objectives for grades 3 through 8 concludes the manual. (APM)

UE 0067 ED 210 388
Aguirre, Alicia And Others
Multicultural Awareness for the Classroom: The Mexicans. DORT Ethnic Literacy Project. ESAA Basic Project.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—80
Note—110p.; For related documents, see UD 021 883-884 and UD 021 891-895.
Language—English; Spanish
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Cultural Awareness, Cultural Background, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Mexican American History, *Mexican Americans, *Mexicans, *Multicultural Education, Resource Materials
Identifiers—*Detroit Public Schools MI, *Mexico
This guide provides the teacher of multi-ethnic students with information and teaching resources on Mexican people. The content of the instructional materials and lessons in the guide reinforce the reading skills included in the Detroit Objective Referenced Tests. Mexican history, holidays, food, culture, and immigration to the United States are reviewed. Lesson plans focusing on the Mexican flag, geography, and holidays, and food are provided. In addition, a list of prominent Mexican-Americans is included. The guide concludes with a bibliography on Mexico and Mexican-Americans. (APM)

UE 0068 ED 210 389
Frazier, Louise And Others
Elementary School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date—81
Note—140p.; For related documents, see UD 021 887-888.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Elementary Education, Ethnic Bias, Ethnic Stereotypes, Government Role, *Human Relations, *Human Relations Programs, Racial Bias, Resource Materials, Sex Bias, Teaching Guides
This is an elementary school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific educational objectives in the area of human rights. Each of these objectives is paired with corresponding classroom activities and resource materials. Topics of study include equality of races, the interdependence of people, the need for mutual understanding, the role of the government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

UE 0069 ED 210 390
Todorov, Karen And Others
Middle School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date—81
Note—176p.; For related documents, see UD 021 886-888.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Ethnic Bias, Ethnic Stereotypes, Government Role, *Human Relations, *Human Relations Programs, Intermediate Grades, Junior High Schools, Racial Bias, Resource Materials, Sex Bias, Teaching Guides
This is a middle school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific objectives in the area of human rights. Each objective is paired with corresponding classroom activities and resource materials. Topics of study include equality of race, the interdependence of people, the need for mutual understanding, the role of the government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

UE 0070 ED 210 391

Nash, Evelyn And Others
High School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date—81
Note—242p.; For related documents, see UD 021 886-887.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Ethnic Bias, Ethnic Stereotypes, Government Role, High Schools, *Human Relations, *Human Relations Programs, Racial Bias, Resource Materials, Sex Bias, Teaching Guides
This is a high school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific educational objectives in the area of human rights. Each of these objectives is paired with corresponding classroom activities and resource materials. Topics of study include equality of race, the interdependence of people, the need for mutual understanding, the role of government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

UE 0071 ED 210 392
Valbuena, Felix M. And Others
Spanish Language Arts Enrichment Guide.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—79
Note—583p.
Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—*Biculturalism, *Bilingual Education, *Classroom Techniques, Curriculum Guides, Elementary Education, *Hispanic Americans, *Language Arts, Multicultural Education, *Spanish, Spanish Speaking, Teaching Guides
This Spanish language arts enrichment guide for grades K-5 was produced for use in Detroit, Michigan, public schools. The guide is divided into three parts: (1) language development for grades K-1; (2) reading readiness, focusing on word recognition and comprehension, for grades K-1 and 2-3; and (3) cultural activities for grades K-5. The bilingual guide presents lists of classroom activities and techniques which are correlated to the development of specific language arts skills. A section on cultural activities provides various games, songs, poems, dances, and stories for use in the enhancement of students' Spanish language ability. (APM)

UE 0072 ED 210 393
Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Armenians.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—84p.; For related documents, see UD 021 885 and UD 021 892-895. Some parts may not reproduce clearly.
Language—English; Armenian
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Armenian, Bilingual Education, Curriculum Guides, Elementary Secondary Education, *Immigrants, Lesson Plans, *Middle Eastern History, *Multicultural Education
Identifiers—*Armenians
This guide provides the teacher of multiethnic students with information and teaching resources on the Armenian people. The guide (printed in both English and Armenian) outlines Armenian ethnology, history, language, and religion and then discusses the history of their immigration to the United States. In addition, Armenian life in America is considered from social and cultural perspectives. Several lesson plans and classroom activities address Armenian language, folklore, culture, customs, geography, and legends. (APM)

UE 0073 ED 210 394
Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Black Americans.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—56p.; For related documents, see UD 021 885 and UD 021 891-895.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—African Culture, *African History, *Black Culture, Black Dialects, *Black History, Blacks, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Multicultural Education
Identifiers—*Africa
This guide provides the teacher of multiethnic students with information and lesson plans for teaching about black Americans. The guide contains seven sections, the first of which outlines African history and the history of blacks in the United States, specifically Michigan. Section two examines the African oral tradition and discusses African grammar and black American pronunciation. Sections three through seven cover African and black American art, music, dance, religion, holidays, food, and games. A bibliography on Africa and black Americans concludes the guide. (APM)

UE 0074 ED 210 395
Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Chaldeans.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—113p.; For related documents, see UD 021 885 and UD 021 892-895.
Language—English; Chaldean
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Arabs, Curriculum Guides, Elementary Secondary Education, Islamic Culture, Lesson Plans, *Middle Eastern Studies, *Multicultural Education, North Americans, Social Studies
Identifiers—*Chaldeans, *Iraq, Iraqis
This guide provides the teacher of multiethnic students with information and teaching resources on the Chaldeans. The guide provides background on the history and development of the Chaldean language, the history and geography of Chaldea (Iraq), and Chaldeans in the United States. Also covered are Chaldean social customs, religion, food, games and folk beliefs. Several lesson plans and classroom activities focusing on Chaldean legends, history, and language are presented. A bibliography of materials on Iraq concludes the guide. (APM)

UE 0075 ED 210 396
Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Chinese.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—83p.; For related documents, see UD 021 885 and UD 021 891-895.
Language—English; Chinese
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Chinese, *Chinese Americans, *Chinese Culture, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Multicultural Education
Identifiers—*China
This guide provides the teacher of multiethnic students with information and teaching resources on Chinese. An historical overview of China and the Chinese experience in America is presented in English and Chinese. Several lesson plans and classroom activities reviewing Chinese geography, holidays, legends, and stories are presented. (APM)

UE 0076 ED 210 397
Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Cubans.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—118p.; For related documents, see UD 021 885 and UD 021 891-894.
Pub Type— Guides - General (050) — Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Black History, Classroom Techniques, *Cubans, Elementary Secondary Education, *Hispanic Americans, *Latin American Culture, *Latin American History, Lesson Plans, *Multicultural Education, Spanish Culture, *Teaching Guides
Identifiers—*Cuba, Detroit Public Schools MI
This guide provides the teacher of multi-ethnic students with information and teaching resources on Cubans in order to enhance the multicultural awareness of the total school population. The guide was designed for use in the Detroit, Michigan public schools. An historical overview of Cuba from pre-Columbian times to the present outlines Cuba's Indian heritage, the Spanish influence, the era of discovery and conquest, Cuba's black culture, and the movement of Cubans to the United States. The guide also focuses on Cuba's contributions to the arts and sciences. Lesson plans and classroom activities that review the Cuban holidays, geography, food, flag, and national anthem are included. A bibliography of materials on Cuba conclude the guide. (APM)

UE 0077 ED 210 398
Valbuena, Felix Mario And Others
Guide to the Administration of Bilingual/Bicultural Education Programs in the Detroit Public Schools.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—127p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrative Policy, Administrator Guides, Administrator Role, *Admission Criteria, *Bilingual Education, Bilingual Teachers, Community Involvement, *Educational Legislation, Multicultural Education, Parent Participation, Resource Materials, Teaching Models
Identifiers—*Detroit Public Schools MI, *Limited English Speaking
This is an administrative guide for bilingual/bicultural education programs in the Detroit, Michigan, public schools. The first section of the guide provides background on the legal mandate for bilingual education. Section two discusses the identification and selection of limited English-speaking ability pupils for bilingual services. The third section reviews issues pertinent to the selection and maintenance of qualified bilingual education personnel. In section four, the selection of an appropriate educational design is considered through the analysis of six potential bilingual classroom models. Section five covers parent and community participation, and section six offers lists of resource materials, and consultant personnel. Extensive appendices include: (1) a discussion on the historical development of bilingual/bicultural education; (2) the text of Michigan Public Act 294 (1974); (3) a pupil profile form; (4) sample letters to parents in several languages; (5) job descriptions for central and regional program personnel; and (6) a glossary of terminology. (APM)

UE 0078 ED 210 399
Valbuena, Felix Mario And Others
Guide to the Teaching of English as a Second Language in the Bilingual/Bicultural Education Programs of the Detroit Public Schools. Revised.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—78
Note—113p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Education, *Classroom Techniques, Curriculum Guides, Elementary Secondary Education, *English (Second Language), Lesson Plans, Multicultural Education, *Second Language Instruction, Teaching Guides, Units of Study
Identifiers—*Limited English Speaking
This is a curriculum guide to the teaching of English as a Second Language (ESL) in the Detroit, Michigan public schools. Contained in the guide are sections on pronunciation, grammar, handwriting, and the special learning problems of specific language groups. Twelve teaching units that stress skill development in listening, speaking, reading, and writing English are provided. In addition, sample lesson plans and some suggestions for teaching reading are included. (APM)

UE 0079 ED 210 516
Second Year Evaluation of the Title IVc [illegible]MAT Program.
Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Pub Date—Jul 78

Note—57p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Attitude Change, Attitude Measures, Compensatory Education, *Dropout Programs, *Dropout Rate, *High Risk Students, High Schools, Measures (Individuals), Program Evaluation, *Reading Achievement, *Self Esteem, Student Attitudes, Teacher Response
Identifiers—*Chicago Public Schools IL, Elementary Secondary Education Act Title IV

The One Major at a Time (OMAT) dropout program implemented for ninth and tenth graders by the Chicago, Illinois public schools is examined in this second year study. A description of the program includes information on its purpose, organization, instructional methods, student population, and objectives. Data on findings compare OMAT students with a control group of other high risk students in each of the program objective areas: (1) dropout rate, unexcused absences, and discipline referrals; and (2) grade-point averages in major subjects and reading achievement. Also included are summaries of student and teacher evaluations of OMAT. Recommendations for program improvement are given in the areas of inservice program needs, utilization of the reading laboratory, grading practices of OMAT, methods of measuring student attitudes, and selection of control groups. The report concludes that definite progress was made in several areas and cites higher reading achievement and student self-esteem, and lower dropout rates among OMAT students. Appended to this report are samples of the Self-Esteem Inventory test, survey of School Attitudes test, and My Views of the OMAT program test administered to students as well as a teacher perception questionnaire completed by faculty. (ML)

UE 0080 ED 211 617
The Toledo Catalog: Assessment of Students and School Administration, Volume 2. Draft.
Toledo Public Schools, Ohio.; Western Michigan Univ., Kalamazoo. Evaluation Center.
Spons Agency—Anderson Foundation, Maumee, Ohio.; Needmor Fund, Toledo, Ohio.; Ohio State Dept. of Education, Columbus.
Pub Date—Jun 80
Note—174p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Curriculum Evaluation, Educational Administration, *Evaluation Criteria, Evaluation Methods, *Facility Requirements, *Finance Reform, Needs Assessment, *Personnel Evaluation, School Community Relationship, *School Policy

This volume of a catalog developed by the Toledo, Ohio, Public School System under the Model for Quality Education Project was designed as a resource for needs assessment and evaluation of school programs and procedures. Part one presents an overview of major school administrative areas, including staff personnel, curriculum and instruction, business and finance, pupil personnel, facilities, school community relations and policy. Part two addresses the key evaluation concerns and procedures for review or revision of each administrative area, and includes a list of references providing additional evaluation criteria and measures. Part three is an alphabetical index to issues covered in the catalog. (JCD)

UE 0081 ED 211 627
Kumagai, Gloria, Ed. Shiraiwa, Sharon, Ed.
Teacher Training Manual for Integrating Asian American Curriculum into the Classroom.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 80
Note—158p.; Some photographs may not reproduce due to reproduction quality of original document; for a related document, see UD 021 913. Funded by ESEA, Title IV, Part C, P.L. 93-380.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Asian Americans, *Cultural Awareness, Cultural Background, *Curriculum Development, Demonstration Programs, Elementary Secondary Education, Ethnic Groups, Folk Culture, *Inservice Teacher Education, Instructional Materials, Lesson Plans, *Training Methods, *Workshops
Identifiers—*Pacific Americans

This manual provides a model for conducting a three day workshop for elementary and secondary school personnel in order to increase awareness of and skills in teaching about Asian and Pacific Americans. It was developed as part of the project "Integrating Asian American Curriculum into the Classroom", funded by the Elementary and Secondary Education Act Title IV-C. Addressed to personnel with prior experience in human relations and workshop development, the manual outlines the requirements for implementing the workshop, such as characteristics of workshop personnel, facilities, equipment and resources needed, the nature of participant involvement, process and methods, and guidelines for dealing with issues and participants. A detailed agenda is provided and daily activities are described by component in terms of objectives, materials needed, time schedule, procedures, and references. Activities are designed to provide information on the history, experiences and stereotyping of Asians in America, to increase awareness of relevant materials, and to develop skills in developing appropriate lesson plans for integration into various subjects in given grade levels. Provisions for workshop evaluation, reproductions of some reference materials, and an annotated bibliography are included. (MJL)

UE 0082 ED 211 628
Kumagai, Gloria, Ed. Shiraiwa, Sharon, Ed.
Asian American Curriculum Guide: Elementary and Secondary. Integrating Asian American Curriculum into the Classroom.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 80
Note—275p.; Some tables may be marginally legible due to reproduction quality of original document; for related documents, see UD 021 912, ED 179 658-660 and ED 180 992. Funded by ESEA, Title IV, Part C, P.L. 93-380.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Asian Americans, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Secondary Education, Ethnic Stereotypes, Instructional Materials, Lesson Plans, *Multicultural Education, Resource Materials

This curriculum guide consists of lessons and activities intended to help preschool, elementary, and secondary school students to gain a positive awareness and understanding of Asian Americans. The guide was developed by teachers in St. Paul, Minnesota during an inservice training program conducted as part of the project "Integrating Asian American Curriculum into the Classroom", funded by Title IV-C of the Elementary and Secondary Education Act. The lessons, which are based on different aspects of Asian History and culture, are structured in a conceptual format. Each lesson plan indicates the appropriate subject and grade level in which the lesson should be integrated, key concept(s), generalizations, behavioral objectives, teaching activities and procedures, evaluative procedures, and resources and materials. Supplementary materials provide additional information on specific aspects of the Asian American heritage and may be used to enrich many of the lessons in the guide. An annotated bibliography and a list of audio visual materials are appended. (MJL)

UE 0083 ED 211 629
Moore, Donald R. Hyde, Arthur A.
Making Sense of Staff Development: An Analysis of Staff Development Programs and Their Costs in Three Urban School Districts.
Designs for Change, Chicago, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.
Pub Date—Apr 81
Contract—NIE-P-81-0027
Grant—NIE-G-79-0070
Note—168p.; Some tables may be marginally legible due to small size type.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, *Expenditures, *Inservice Teacher Education, *Organizational Climate, *Program Costs, School Districts, *Staff Development, Urban Schools

To increase understanding of teacher staff development in the United States, a research study of staff development programs and their associated costs was undertaken in three large urban school districts. These districts were selected as having, respectively, high, medium and low apparent levels of staff development activity. The study was designed primarily to construct a method for analyzing staff development programs in other school districts with a focus on organizational routines and related costs. Data were collected through interviews with school district personnel and through examination of pertinent documents. From the information collected, descriptions, analyses, and comparisons of the three school districts were made in terms of: numbers of teachers and pupils; education expenditures and funding sources; organizational structure; staff development activities at central office, district, and school levels; teacher participation in staff development; and staff development expenditures. Analysis showed that patterns of actual staff development activity and resource allocation contradicted conventional ideas of how staff development is conducted. A major conclusion was that the weak political position of staff development and the organizational dynamics of school districts make unlikely any substantial reforms of actual staff development practices in the near future. (Author/MJL)

UE 0084 ED 211 635
Smith, Calvert H.
Urban Child Achievement Levels: Myths and Realities.
Pub Date—[73]
Note—18p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Failure, Cultural Traits, Educational Objectives, Elementary Secondary Education, Ethnic Groups, Family Characteristics, *Family-School Relationship, *Minority Groups, School Community Relationship, Social Influences, *Stereotypes, *Teacher Responsibility, Urban Education, *Urban Youth

This report examines some myths and stereotypes in the light of factual information about cultural and learning characteristics of minority group children in urban school settings. Cited among the most prevalent myths are that the academic failure of urban children results from genetically determined intellectual inferiority, and that the failures of urban school children may be attributed to pathological social influences. Also examined are minority group family characteristics, and parent and teacher responsibilities and attitudes which are said to influence educational objectives and affect the actual outcomes of education in the urban school. Role clarification is identified as a critical factor in the achievement of success. It is further suggested that evaluation and change are needed in the following problem areas: (1) the biases of standardized tests; (2) the irrelevancy of textbooks; (3) the incompetence of school administrators; and (4) the inadequacy of present systems intended to evaluate the teaching process. (JCD)

UE 0085 ED 211 643
Kean, Michael H.
Research and Evaluation in Urban Educational Policy. Abridged Version.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Note—8p.; For a longer version of document, see ED 190 735.
Available from—Teachers College, Columbia University, Box 40, New York, NY 10027 ($1.00, 10-24 copies, $0.80 ea., 25-49 copies, $0.60 ea., 50 copies, $0.50 ea. Make checks payable to Teachers College).
Journal Cit—IRCD Bulletin; v15 n3-4 p1,7-12 Sum-Fall 1980
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Case Studies, *Educational Policy, *Educational Research, *Elementary School Students, Elementary Secondary Education, Evaluation Criteria, Evaluation Needs, *Policy Formation, *Reading Achievement, School Role, Staff Utilization, Teacher Role, Test Results
Identifiers—*Philadelphia School District PA

This paper explores factors which may account for

the translation of research into educational policy through a case study. The case study was conducted jointly by the School District and Federal Reserve Bank of Philadelphia, Pennsylvania to determine what variables contribute to reading achievement. Students from grades one through four in twenty-five schools were selected to participate in the study. Data was based on interviews with school administrators and teachers, and pupil records, and included information about the principal, the reading teacher, the classroom teacher and the school for each individual student. The process of planning and translating the results of the study into educational policy initiatives is discussed. The following factors were associated with this process: (1) identification of clients; (2) vitality of the topic; (3) participant involvement; (4) technical quality; (5) reporting formats; (6) findings keyed to the decision process; (7) preparation of policy makers; (8) overcoming resistance; (9) the role of the ombudsman; and (10) the role of the entrepreneur. (JCD)

UE 0086 ED 211 651

Colton, David L. Berg, William M.

Budgeting for Desegregation in Large Cities. Final Report.

Washington Univ., St. Louis, Mo. Center for the Study of Law in Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Grant—NIE-G-79-0106

Note—286p.

Pub Type— Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Board of Education Role, *Desegregation Plans, Educational Finance, Elementary Secondary Education, Facility Planning, *Finance Reform, Financial Policy, Government Role, *Government School Relationship, Magnet Schools, *Policy Formation, School Closing, School Community Relationship, *School Funds, *Urban Schools

This paper presents the results of an exploratory study of the process of mobilizing and allocating resources for desegregation in large cities. Examined were the effects of budgetary constraints on school desegregation and desegregation impact on educational finance. Four urban school districts were selected for site reports. Section one of this study reviews the literature pertinent to the conceptualization of the research questions. Section two reviews and discusses methodological aspects of the study. Section three describes the findings in the school districts selected for study. A concluding section presents summary observations about relationships between budgets and desegregation. Presented in the site reports are: (1) an historical overview and assessment of current financial status; (2) issues related to school closing and facilities plans; (3) issues related to the funding of magnet schools, staff development, multicultural curricula, and other programs related to desegregation; and (4) funding needs in the areas of transportation, safety and security, and school-community relations. This paper suggests that the broader political, economic, and legal ramifications of desegregation need to be considered in finance reform and policy formation. Also emphasized is the importance of communication among school boards, State and Federal legislatures, and individual school officials in the development of financial policies related to school desegregation. (Author/ML)

UE 0087 ED 211 654

Quinn, Lois M. And Others

Relationships between School Desegregation and Government Housing Programs: A Milwaukee Case Study.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[80]

Note—111p.; Maps on p27-28 of original document may be marginally legible due to small size type.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, Desegregation Plans, Federal Programs, Government Role, Government School Relationship, *Housing, *Integration Readiness, *Neighborhood Integration, Public Policy, Racial Attitudes, *Racial Balance, Racial Distribution, Residential Patterns, *School Districts, State Programs, Transfer Students, *Urban Demography

Identifiers—*Wisconsin (Milwaukee County)

This pilot study examined the interrelationships between school desegregation programs and housing patterns in Milwaukee County, Wisconsin. First, a field study explored the attitudes of minority families participating in the city-suburban school desegregation program which involved city-suburban pupil transfers. Secondly, the pupil movement under the city and metropolitan desegregation plans was assessed for its impact on segregated residential housing patterns in the community. The third aspect of the study analyzed the two largest Federal rental housing programs operating in the county for their impact on racial integration of schools and housing. The study indicates a need for more coordinated efforts by school and housing officials if successful, long-range integration is to occur. (Author/ML)

UE 0088 ED 211 655

Morgan, David R. England, Robert E.

Assessing the Progress of Large City School Desegregation: A Case Survey Approach. Final Report.

Oklahoma Univ., Norman. Bureau of Government Research.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Grant—NIE-G-80-0142

Note—247p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Case Studies, Change Strategies, Court Role, *Desegregation Effects, *Desegregation Plans, Elementary Secondary Education, *Enrollment Trends, Evaluation Criteria, Government Role, Magnet Schools, *Racial Balance, Racial Relations, Rezoning, School Districts, *Success, Urban Schools

Identifiers—White Flight

The methods and process of desegregation between 1968 and 1976 were analyzed for 52 large school districts in this case survey report. The first section presents the research design in which the case survey method and the selection of 52 districts are considered. The second section includes a detailed look at the various desegregation techniques employed and a preliminary assessment of their effectiveness. A multivariate analysis is presented in section three. An analysis of white flight is presented in section four, and section five discusses findings and implications of the study. The report drew the following conclusions about desegregation success: (1) Federal coercion reduced racial isolation; (2) larger districts achieved less racial balance than smaller districts; (3) southern districts had greater success than those outside the south; (4) countywide districts improved racial balance more than non-countywide districts; (5) support from school officials helped achieve desegregation; and (6) hiring new superintendents tended to improve prospects for desegregation success. Included in this report are five appendices: (1) the form for the case survey instrument; (2) a glossary of desegregation terms; (3) additional comments about survey reliability; (4) case profiles; and (5) selected school district characteristics. (Author/ML)

UE 0089 ED 211 658

A Multicultural Bibliography.

San Diego County Dept. of Education, Calif.

Pub Date—Oct 76

Note—77p.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*American Indians, Annotated Bibliographies, Asian Americans, Biographies, Blacks, Chinese Americans, *Cultural Images, Elementary Secondary Education, Eskimos, *Ethnic Groups, *Ethnic Studies, Fiction, Japanese Americans, Mexican Americans, *Multicultural Education, Puerto Ricans, Social History, United States History

This annotated bibliography developed by the San Diego (California) County Board of Education was intended to present positive cultural images of diverse ethnic groups. Entries include books on history, biography, folklore, fiction, poetry, arts and crafts, and contemporary life of black Americans, Mexican Americans, Native Americans, Chinese Americans, Eskimo Americans, Japanese Americans, Puerto Rican Americans, and other Ethnic Groups. The educational level of each work cited is indicated. (JCD)

UE 0090 ED 211 741

Peterson, Paul E. Rabe, Barry G.

Urban Vocational Education and Managing the Transition from School to Work: A Review of a Series of Case Studies of Vocational Education Programs in Four Cities. Final Report.

Spons Agency—Department of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.; Nellum (A.L.) and Associates, Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date—[81]

Note—56p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, Case Studies, *Compliance (Legal), Educational Legislation, Educational Planning, Educational Policy, Educational Research, *Education Work Relationship, Federal Aid, Federal Programs, Federal Regulation, High Schools, *Job Skills, Postsecondary Education, Program Evaluation, School Role, Sex Fairness, Student Attitudes, Surveys, *Urban Education, *Vocational Education

Identifiers—California (San Francisco), Comprehensive Employment and Training Act, Georgia (Atlanta), Illinois (Chicago), New York (Rochester), *Vocational Education Amendments 1976

Data from four case studies of urban vocational education and a National Opinion Research Center survey of high school sophomores and seniors were used to research the role of vocational programs in managing the transition from school to work. The case study cities were Atlanta, Chicago, Rochester, and San Francisco. It was found that vocational education must provide students with skills and contacts to successfully manage the transition. Informal contacts were particularly important for negatively stereotyped groups, specifically young adults. Ways of managing the transition were varied among postsecondary, secondary, and Comprehensive Employment and Training Act programs in urban areas. Congressional efforts to regulate program direction as mandated in the Vocational Education Amendments have had little effect. Federal funds were being used largely to maintain existing programs and equipment. Procedural compliance with federal planning provisions was occurring. Program evaluation relied on traditional approaches with school officials in control. Local response to sex fairness provisions was quite limited. Local advisory councils have involved the private sector. It was recommended that through modification of federal vocational education policy Congress (1) emphasize contacts with the marketplace, (2) eliminate systems of institutional stratification, (3) encourage cooperation between programs and institutions, and (4) introduce greater variety. (YLB)

UE 0091 ED 211 824

Staton, John L.

Using Self-Awareness Techniques (COPS) in Conjunction with a Career Information System (MetroGuide) to Facilitate the Career Planning Process.

New York City Board of Education, Bronx, N.Y. Center for Career and Occupational Services.

Pub Date—Dec 81

Note—20p.; Paper presented at the Annual Convention of the American Vocational Association (75th, Atlanta, GA, December 8, 1981).

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, *Career Awareness, Career Education, Career Guidance, *Career Planning, Computer Oriented Programs, *Disadvantaged, *Group Dynamics, Group Instruction, High Schools, Hispanic Americans, Information Systems, Lesson Plans, Occupational Information, Program Descriptions, Secondary Education, *Self Concept, Values, Vocational Aptitude, Vocational Interests

Identifiers—Career Information Systems, Career Occupational Preference System, New York (New York), *Self Awareness, *Theme Centered Interactional Method

A program in career planning was designed for disadvantaged New York City high school students who had experienced problems in attendance, punctuality, and relationships with others. Its goal was to increase student's self awareness of interests, aptitudes, abilities, and values in relationship to the

world of work. Twenty-four Black and Hispanic students in two Consumer and Career Education courses at the A. Philip Randolph Comprehensive High School participated. Most of this paper is devoted to description of the program's theoretical basis and lessons used in the program. The process of Theme Centered Interactional (TCI) Groups is defined; leader's role is discussed; the system's axioms, postulates, and auxiliary ground rules of communication are presented; and purpose of having a theme is addressed. A discussion follows of use of the Career Occupational Preference System, career awareness program consisting of measures of interest (COPS), abilities (CAPS), and values (COPES). Four lessons are detailed that follow the theme, "Getting Information to Select a Career." These topics are covered: career interests, abilities, values, and use of COPS system results to get career information from MetroGuide. The place of these techniques in the career planning process is discussed. (YLB)

UE 0092 ED 212 690

Watson, Bernard C.

Urban Schools. [Urban School Improvement Paper 1].

Spons Agency—Horace Mann Learning Center (ED), Washington, D.C.

Pub Date—26 Jun 80

Note—14p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 26, 1980). For related documents, see ED 179 647 and UD 021 683.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Change Strategies, Class Size, Curriculum Development, Elementary Secondary Education, *Information Utilization, Parent Role, *Program Effectiveness, *Program Improvement, Student Responsibility, Teacher Responsibility, *Urban Schools

This paper examines strategies for urban school improvement within the realm of preschool, elementary, and secondary level programs, and systemwide programs. Examples of programs in each grade level area which are operating in different parts of the country are given. The following elements are identified as common to all successful programs: (1) well-organized and carefully executed plan; (2) dedicated staff; (3) diverse and interesting curriculum; (4) small size; and (5) clear and familiar goals. Parent, teacher, and student responsibilities are discussed, and the need to improve information utilization strategies within the school system is stressed. (JCD)

UE 0093 ED 212 693

Comer, James

The New Haven School Intervention Project.

Spons Agency—Horace Mann Learning Center (ED), Washington, D.C.

Pub Date—5 Jun 80

Note—20p.; Paper presented at the Strategies for Urban School Improvement Workshop Series (Washington, DC, June 5, 1980).

Pub Type— Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Child Development, Curriculum Development, Educational Environment, *Educational Improvement, Elementary Education, *Inservice Teacher Education, Interpersonal Competence, *Low Achievement, *Mental Health Programs, *Parent School Relationship, *Resource Staff

Identifiers—*New Haven Public Schools CT

This paper reviews a New Haven, Connecticut school intervention project as a model for replication in other schools. The functions of a school advisory committee, parent participation, a mental health team, and a social skills curriculum are described as the principal components of the project. The need for preservice as well as inservice training for staff development is discussed with emphasis on the role of a primary resource person who, as a social science educator, would act as a change agent in the schools. It is suggested that there be three elements of training: (1) a research project in which teachers and administrators receive instruction in research methodology and its application and utilization in school problem solving; (2) staff seminars on child development, applied mental health practices, and curriculum development; and (3) a staff practicum for principals. (JCD)

UE 0094 ED 212 704

Elementary, Middle, and High School Guides for Teaching about Human Rights Appendix.

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.

Pub Date—81

Note—637p.; For related documents, see UD 021 886-888.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Career Awareness, *Civil Liberties, Cross Cultural Training, *Ethical Instruction, Ethnicity, Instructional Materials, Interpersonal Competence, Language Enrichment, *Multicultural Education, Occupational Aspiration, Racial Bias, Socialization, *Social Responsibility, Stereotypes, Values Clarification

This appendix to the guides for teaching about human rights at the elementary, middle, and high school levels features instructional activities and materials which represent a variety of cultural perspectives. Among the topics addressed are the role of values and ethics in decision making, prejudice, racial and ethnic stereotyping, social skills and responsibilities, self concept, sex roles and ethnocentrism. Also included are descriptions of historical and technical research which focus on human rights issues. A universal declaration of human rights, a declaration of the rights of the child, and a human rights calendar are presented as an introduction to the guide. An annotated bibliography of filmstrips and other audiovisual materials for each level is appended. (JCD)

UE 0095 ED 212 725

Vergon, Charles B.

Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume VII: The Courts and Desegregation Strategies: Ten Key Decisions.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Civil Rights (ED), Washington, D.C.

Pub Date—Mar 81

Contract—NIE-R-79-0034

Note—111p.; Not available in paper copy due to reproduction quality of original document. For other volumes of this Assessment Project see UD 021 862 and UD 022 073-080.

Pub Type— Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Busing, *Compliance (Legal), Court Role, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Federal Courts, Legal Responsibility, *Voluntary Desegregation

Identifiers—Boston Public Schools MA, Denver Public Schools CO

This volume examines ten communities with histories of lengthy desegregation litigation in order to gain insight into the perceived legal adequacy and practical effectiveness of various desegregation strategies from the point of view of the Federal courts. A conceptual model of the judicial review of desegregation plans is given in diagram form with accompanying text. Reviews of each community are included under two major categories: (1) those concerned with pupil or staff desegregation; and (2) those which focus on non-reassignment or ancillary measures to achieve desegregation and remediation of past discrimination. Under each category, a number of specific strategies are identified, defined, and analyzed according to their legal adequacy and effectiveness in the selected communities. A summary of an in-depth analysis of two communities (Boston, Massachusetts, and Denver, Colorado), which is said to provide understanding of the logic used by the courts and to illustrate the interaction among educational benefits, demographic factors, and equity considerations, is provided in the appendix. (Author/ML)

UE 0096 ED 212 739

Mitchell, Maxine R., Comp. And Others

Cultural Similarities and Differences. Our Human Ties. Monograph #5.

Los Angeles Unified School District, Calif.

Pub Date—Mar 77

Note—245p.; Not available in paper copy due to institution's restrictions; for a related document, see ED 147 908; for other documents in this series, see UD 022 094-100.

Available from—Los Angeles Unifed School District, Instructional Publication Unit, 450 North Grand Avenue, Room G-390, Los Angeles, CA 90012 ($14.00 per set plus 6 percent sales tax).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Americans, Cross Cultural Training, *Cultural Interrelationships, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Instructional Materials, *Language Patterns, *Learning Centers (Classroom), *Multicultural Education, Whites

Identifiers—*Los Angeles Unified School District CA

This teaching guide, developed by the Los Angeles (California) Unified School District, focuses on the multicultural characteristics of American society. In the first section, background information is provided about American Indians, black, Asian, and Hispanic Americans, and white Americans (non-Hispanic) of various ethnic groups. Also examined are the language patterns of Asian, black and Hispanic cultures in the context of language problems encountered by students learning standard English. The second section describes criteria for developing multicultural learning centers, the instructional objectives and concepts for these learning centers, and instructional activities appropriate to each objective. Folklore, celebrations, customs, costume, arts, and environmental needs are among the instructional topics represented. This guide also includes Exhibit summary sheets for each learning center, an activity record sheet, a format for additional lesson plans, a glossary, and a bibliography. (JCD)

UE 0097 ED 212 743

Vigilante, Richard P.

Computer Systems for Urban School Administrators: A Guide for Decision Making. ERIC/CUE Urban Diversity Series, Number 78.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-77-0071

Note—38p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Computer Assisted Instruction, Computer Programs, *Computers, Computer Science, Databases, Data Processing, *Decision Making, *Educational Administration, Elementary Secondary Education, Information Needs, *Information Systems, *Management Systems, Urban Schools

This monograph introduces educational administrators at a variety of levels to the basic concepts and procedures in the successful implementation of educational computer systems. In the first section, the units and functions of the computer are defined, and the administrative, research, and instructional applications of educational computing are examined. The concepts and processes of management information systems are discussed in the second section, which includes a comparative analysis of data file and data base systems. Also examined are the definition, design, development, and operation phases of systems implementation. The final section examines the nature and role of data control, data confidentiality, and data administration; the responsibilites of the data base administrator are looked at in the light of existing laws which deal with both privacy and access to information. It is suggested that the effectiveness of an information system cannot be determined in isolation from the functional activities that it was designed to serve, and a process-oriented system with a high degree of flexibility will, in the long run, be more cost-efficient and effective than a static, product-oriented system. (JCD)

UE 0098 ED 212 747

Martinez, Jimmie And Others

US: A Cultural Mosaic Program. Groups: Alike and Different. A Social Studies Unit for Level 2 (Grades 2, 1-2, 1-2-3).

San Diego City Schools, Calif.

Pub Date—78
Note—246p.
Available from—San Diego Unified School District, 4100 Normal Street, San Diego, CA 92103 ($8.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Cultural Differences, Curriculum Guides, *Ethnicity, *Folk Culture, *Leaders, Lesson Plans, Multicultural Education, Primary Education, *Social Studies, Teaching Guides
Identifiers—*Holidays
This curriculum guide emphasizes a multicultural approach to the teaching of social studies in grades one through three. The guide is organized around three principal objectives. The first objective is for children to describe how cultural heritage is transmitted through the recognition of special days. Lesson plans presented under this objective focus on New Years celebrations, independence days, "appreciation days" (e.g., Mother's Day), Thanksgiving days, and religious holidays of various nations and ethnic/religious groups. The second objective is for children to describe how cultural heritage is transmitted through the recognition of national heroes and famous leaders. The lesson plans in this section provide biographical information on important historical and contemporary figures in the United States and around the world. The third objective is for children to describe how cultural heritage is transmitted through legends and folk tales. Lesson plans here center around the examination of nature myths, legendary heroes, stories with moral values, and stories of legendary "little people." Appended to the guide are additional background information for teachers, and lists of media materials and producers of audiovisual materials. (GC)

UE 0099 ED 212 809
Carlston, Peter G.
Basic & Survival Consumer Economics for Adult Refugees.
Salt Lake City School District, UT. Community Education Services.
Spons Agency—Department of Education, Washington, D.C.; Utah State Office of Education, Salt Lake City.
Pub Date—Jun 81
Note—272p.
Language—English; Lao; Vietnamese
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adult Education, Asian Americans, Behavioral Objectives, Consumer Economics, *Consumer Education, *Daily Living Skills, *Family Health, Housing, Hygiene, Instructional Materials, *Laotians, Learning Activities, *Money Management, Nutrition, Refugees, Safety, *Vietnamese People
Identifiers—*Consumer Skills
Prepared to help teachers address the basic and survival level consumer needs of adult Vietnamese and Laotian refugees, this instructional guide consists of five units of instructional materials. Topics of the individual units are (1) how the monetary system works (cash, checks, postal money orders, banking); (2) the family consumer (personal and family hygiene, laundry, home care, and landlord and tenant); (3) family safety and health (home safety, home medicine, emergencies, doctors and dentists, prescriptions, reading directions); (4) shopping for food and good nutrition (foods and adapted basic food groups, smart food shopping); (5) smart consumerism (types of stores, getting the best buy). Provided in each lesson are a teacher's sheet containing suggested activities, instructional materials, and goals of the lesson; a student sheet (written in Vietnamese and Lao) complete with a vocabulary list and basic information about the topic covered; and a student instructional sheet (written in English) giving the student practice in developing manipulative skills. (MN)

UE 0100 ED 212 810
Brown, Nancy And Others
English as a Second Language Curriculum and Inservice Training.
Salt Lake City School District, UT. Community Education Services.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.; Utah State Office of Education, Salt Lake City. Adult Education and Community Service Section.
Pub Date—Jun 81
Note—39p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, Annotated Bibliographies, Classroom Techniques, *Course Descriptions, Course Objectives, Curriculum Development, Employment Interviews, *English (Second Language), Grammar, *Illiteracy, Inservice Teacher Education, *Language Tests, Literacy, Non English Speaking, Reading Skills, Speech Communication, Speech Skills, Teacher Selection, *Teaching Methods, Writing Skills
Identifiers—Limited English Speaking, Utah
This handbook contains information to assist English as a Second Language (ESL) teachers and administrators in developing a course for pre- and semi-literate adults, testing, determining criteria for hiring ESL teachers, and training teachers. In the first section an outline is provided for teaching basic literacy (reading and writing) skills. The course is designed as a guideline for a class for pre- and semi-literate students prior to their integration into beginning ESL classes. A list of suggested vocabulary items is provided. The outline contains objectives and performance indicators for these types of activities: oral pre-literate, pre-reading, symbol identification, numbers, and oral language with written forms. An annotated bibliography of pre-literate materials is provided. The second section addresses teacher concerns regarding testing and includes an annotated bibliography of various ESL tests. Criteria for hiring ESL teachers are suggested in section 3. Professional competencies and personal qualities are discussed. A three-step interview process is recommended, and some questions for an oral interview are suggested. Designed to aid in training ESL teachers, section 4 presents teaching techniques for three areas: literacy skills, conversation skills, and grammar skills. (Bibliographies follow sections 3 and 4.) (YLB)

UE 0101 ED 213 077
Brischetto, Robert Vaughan, David
Minorities, the Poor and School Finance Reform. Vol. 1: An Impact Study of Six States.
Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136
Note—382p.; For related documents, see EA 014 371-378. Some figures and tables in Appendices A and D may reproduce poorly due to light print of original document.
Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, *Finance Reform, Graphs, Income, *Minority Group Children, Research Methodology, Rural Urban Differences, *School District Spending, School Funds, Tables (Data), Tax Effort
Identifiers—California, Colorado, *Equity (Education), *Fiscal Neutrality, Florida, Michigan, New Mexico, School District Wealth, Texas
To study the impact of school finance reform on minorities and the poor, researchers gathered data on educational revenues and spending, tax effort, district wealth and income, ethnicity, and urban location in California, Colorado, Florida, Michigan, New Mexico, and Texas. Their data analysis used various measures of educational equity and fiscal neutrality as well as univariate, bivariate, and multivariate statistics and time-series analysis. The research yielded a large number of findings, including no large changes in educational revenues for minorities and the poor after the reforms; only small decreases in spending disparities and wealth-related inequalities; and both increases and decreases in educational income among districts with different ethnic compositions. This volume of the report also highlights analysis of data on Florida school districts. These data reveal greater spending disparities and ethnic isolation among schools within each district than across districts. The authors recommend that future research on educational equity and the disadvantaged examine the relationships of cost to quality and of equity to equality, the distribution of educational resources, socioeconomic and demographic influences, and the role of federal aid. Appendices provide scattergrams, a discussion of and guide to research methodology, and lists of variables. (RW)

UE 0102 ED 213 084
Dimond, Paul R.
Minorities, the Poor and School Finance Reform. Vol. 8: A History of School Finance Reform Litigation and the Interests of Urban, Poor and Minority Children.
Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136
Note—52p.; For related documents, see EA 014 370-378.
Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Court Litigation, Disadvantaged Youth, *Economically Disadvantaged, Educational Change, Elementary Secondary Education, Equal Education, *Finance Reform, *Minority Group Children, State Courts, Urban Youth
Identifiers—Equity (Education), *Fiscal Neutrality, Rodriguez v San Antonio Independent School Dist, Serrano v Priest
As part of a nine-volume, six-state study of the impact of school finance reform on minorities and the poor, this report describes the history of court litigation concerning finance reform. The report's first part traces school finance reform from roughly 1900 through 1971 and summarizes parallel reform efforts by racial and ethnic minorities and the handicapped to secure adequate and nondiscriminatory schooling. The second part focuses on the decisions about fiscal neutrality in the cases of Serrano v. Priest and Rodriguez v. San Antonio Independent School District and goes on to discuss other school finance cases that do not involve fiscal neutrality. In the final section the author examines the issues that remain open in school finance reform and minority group litigation, including the question of whether fiscal neutrality, state constitutional provisions, or federal rules may advance the educational interests of urban and minority pupils. (Author/RW)

UE 0103 ED 213 085
Brischetto, Robert
Minorities, the Poor and School Finance Reform. Vol. 9: Summary and Conclusions.
Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136
Note—61p.; For related documents, see EA 014 370-377. Table 1 may reproduce poorly due to small print of original document.
Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, Federal Aid, *Finance Reform, Income, *Minority Group Children, Research Methodology, Rural Urban Differences, *School District Spending, School Funds, State Aid, Tax Effort
Identifiers—*Equity (Education), *Fiscal Neutrality, School District Wealth
In this concluding volume of a nine-volume study of the impact of school finance reform on the poor and minorities, the author summarizes the project's methods, variables, findings, and conclusions about reform in the six states of California, Colorado, Florida, Michigan, New Mexico, and Texas. He first discusses the two general approaches to finance reform—social equity (equalizing expenditures) and fiscal neutrality (equalizing fiscal opportunities). The variables studied include educational resources, district wealth, tax effort, income, ethnicity, and urban location. These were analyzed at the district

level and the school level (in Florida only) using correlations, percentiles, and measures of central tendency. Among the findings are that finance reform slightly decreased spending disparities and wealth discrimination, slightly increased fiscal neutrality, and made little change in revenues for poor and minority students. In Florida the study found greater spending disparities and ethnic concentrations at the school level than at the district level. The author concludes that finance reforms caused only slight improvements in social equity or fiscal neutrality and that reforms aimed at wealth neutrality will not necessarily benefit poor and minority students because such students are not always concentrated in low-wealth districts. (Author/RW)

UE 0104 ED 213 537

Zirkel, Perry A.

Bilingual Education and School Desegregation: A Case of Uncoordinated Remedies.

Pub Date—May 76

Note—23p.; Paper presented at the Annual International Bilingual/Bicultural Education Conference (5th, San Antonio, TX, May 1976).

Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Blacks, Comparative Analysis, *Educational Legislation, Elementary Education, Federal Legislation, Hispanic Americans, Local Legislation, *Mexican Americans, Minority Groups, Non English Speaking, *Program Descriptions, *Puerto Ricans, *School Desegregation, School Districts, Spanish Speaking, State Boards of Education

Identifiers—*Hartford Public Schools CT

Although both desegregation and bilingual education ideally aim at the goal of equal and equitable educational opportunities for minority youngsters, the initial impetus of bilingual education differs distinctly from desegregation in that the bilingual approach requires separate special treatment. The degree of divergence between desegregation and bilingual education must be considered and determined in light of the limited resources and competing priorities of each case. In Hartford, Connecticut, concentrations of Puerto Rican and black students constitute a virtual unanimity in certain schools and a clear majority in the city. Puerto Rican pupils suffer more severe disparities than black students with respect to verbal academic achievement, educational enrollment, and self-concept. Poverty of Puerto Ricans results in overcrowded housing and ill health. In 1970-72, the Hartford School System instituted a pilot bilingual program which has evolved into a complete bilingual elementary school, including bilingual classes from preschool to sixth grade, a bilingual special education resource center, and a staff development program which extends to other schools in the city. The Hartford system begun to develop a policy statement, assess parent involvement, and develop a testing and evaluation design. Because both desegregation and bilingual education are crucial to minority students, when and how to implement each remedy must be carefully considered. (CM)

UE 0105 ED 213 628

Watson, Patricia A.

What is an Ethnic Group? A Multi-Ethnic Supplementary Learning Packet, Grade Levels: Elementary/Secondary, Grades 2-9.

Baltimore City Public Schools, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.

Pub Date—80

Note—72p.; For a related document, see SO 013 888.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Multicultural Education

The activities in this publication will help elementary and secondary students learn about ethnic groups. The first part of the publication contains teacher instructions. The second part contains the activity dittos for students. Some examples of the kinds of activities provided follow. Students are asked to define and list the characteristics of an ethnic group. They write a letter to a friend explaining an ethnic group. One activity asks students to gather information about their family background and complete their family tree. Students read about and compare how Christmas is celebrated in different countries around the world. In another activity, students read ethnic riddles and guess the name of the ethnic group to whom the riddle applies. Students play ethnic games and learn ethnic folk dances. In other activities, students unscramble words to spell the name of the ethnic group and study the ethnic groups of Baltimore. (Author/RM)

UE 0106 ED 213 776

Webster, William J. Chadbourn, Russell A.

Desegregation: The Dallas Experience.

Dallas Independent School District, TX. Office of Statistics and Ad Hoc Research.

Report No.—OSR1-830

Pub Date—Dec 81

Note—53p.; For a related document, see ED 166 315.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Black Students, Busing, *Court Role, *Desegregation Effects, Desegregation Litigation, *Desegregation Plans, Elementary Secondary Education, *Ethnic Distribution, Hispanic Americans, White Students

Identifiers—*Dallas Independent School District TX

This report on the effects of court-ordered desegregation in the Dalias (Texas) Independent School District is divided into three major sections. The first updates national desegregation literature. The second section outlines briefly the history of desegregation in Dallas schools over the past ten years, and discusses the court's intervention in the 1976 plan in relation to school enrollment patterns, student assignment and ethnic distribution. The effects of desegregation on student achievement are examined in the third section. Median percentile rankings and gains for white, black and Hispanic students are reported by grade, subject and subdistrict. (JCD)

UE 0107 ED 213 814

Levine, Daniel U. Stark, Joyce

Instructional and Organizational Arrangements and Processes for Improving Academic Achievement at Inner City Elementary Schools. A Study of the Chicago Mastery Learning Reading Program and Other School-Wide Approaches for Improving Reading at Selected Schools in Chicago, Los Angeles, and New York. Extended Summary and Conclusions.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Grant—NIE-G-81-0070

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, 1982).

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, Community Involvement, *Compensatory Education, Curriculum Development, Elementary Education, *Instructional Improvement, Intermediate Grades, *Mastery Learning, Parent Participation, *Reading Achievement, Staff Development, *Urban Schools

Identifiers—*Chicago Mastery Learning Reading Program, Chicago Public Schools IL, Los Angeles Unified School District CA, New York City Board of Education

This report examines the Chicago Mastery Learning Reading Program (CMLRP) and other schoolwide approaches at selected schools in Los Angeles (California), New York City, and Chicago (Illinois) to identify factors in augmented achievement gains. This extended summary and conclusion seeks to provide information which can improve the general effectiveness of inner-city elementary and intermediate schools. Chapter one presents CMLRP components and potential advantages for big city students. Chapter two discusses CMLRP implementation in New York Community District 19 by giving the program's history and chronology, district-level instructional and organizational processes, and data on reading achievement. CMLRP implementation at individual schools in New York and Chicago are compared in chapter three. Chapter four describes five schools using schoolwide approaches in Los Angeles and Chicago to improve instruction for students in concentrated poverty neighborhoods. Schoolwide approaches are defined as elimination of Title I pullout arrangements that fragment the education of low achievers. Finally, chapter five summarizes and discusses those school arrangements and processes identified with improved achievement in inner-city elementary schools. (ML)

UE 0108 ED 214 328

McBeath, Marcia And Others

Identifying Low Income, Minority, Gifted and Talented Youngsters.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—26 Aug 81

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 26, 1981).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Creative Thinking, *Economically Disadvantaged, Elementary Secondary Education, Eligibility, *Gifted, Minority Groups, Socioeconomic Status, Special Programs, *Talent, *Talent Identification

Identifiers—District of Columbia Public Schools

The study evaluated the identification process for programs for the gifted and talented in the District of Columbia public schools. The authors (McBeath, Blackshear, and Smart) used the Baldwin Identification Matrix (which includes an informal creative thinking test, reading and mathematics tests, grades, and nominations) as a data management system. The 205 students identified were compared with a random sampling of 205 students not selected for the program. Results of the first discriminant analysis indicated that the highest contributor to identification was total nominations (peer, parent, and teacher). The next three contributing variables in descending order were peer nominations, mathematics, and parent nominations. When socioeconomic status was added as a variable, there was no change in the top discrimination coefficient suggesting that socioeconomic status did not play a very important part in the selection process though it did influence the structure of the discrimination function. When students who stayed in the program were compared with students who did not, total nominations was still the predictor variable contributing most to the function, followed, however, by reading, creative thinking, and mathematics. When socioeconomic status was considered, the variable contributing most to identification of students who stayed in the program from those who didn't was creative thinking, followed by parent nominations, socioeconomic status, and reading. (DB)

UE 0109 ED 214 998

King, Jean A. And Others

Improving Evaluation Use in Local School Settings. Optimizing Evaluation Use: Final Report.

New Orleans Public Schools, LA. Dept. of Research and Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jun 81

Grant—NIE-G-80-0082

Note—98p.; Based partially on a paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation, Evaluators, Literature Reviews, *Research Utilization, *School Districts

Identifiers—Evaluation Problems, *Evaluation Utilization

A project for studying ways to optimize utilization of evaluation products in public schools is reported. The results indicate that the negative picture of use prevalent in recent literature stems from the unrealistic expectation that local decision-makers will behave in a classically rational manner. Such a view ignores the political settings of real world evaluation use where the non-use of results may constitute a viable and "rational" alternative. Empirical research has suggested that results are used and in a variety of ways. Factors that have not been demonstrated to affect use include the methodological quality of the evaluations and the timeliness of its

report. Factors that do seem to affect use include the report source, content, and receiver; political considerations; and the "personal factor," i.e. the presence of at least one person who cares about the evaluation and its results. A collaborative approach to evaluation capitalizes on the factors that have been shown to affect use, although the practicability of such an approach at the local level may make it unfeasible. (Author/GK)

UE 0110 ED 215 005

Morgan, David R. And Others

Desegregating Public Schools: A Handbook for Local Officials.

Oklahoma Univ., Norman. Bureau of Government Research.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Grant—NIE-G-80-0142

Note—185p.; Not available in paper copy due to institution's restrictions.

Available from—Bureau of Government Research, University of Oklahoma, Norman, OK 73019 ($7.00, 20 percent discount for 10 or more).

Pub Type— Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board of Education Role, *Busing, Community Attitudes, Community Involvement, *Community Role, *Court Litigation, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Magnet Schools, Public Policy, *School Desegregation, State Legislation, Urban to Suburban Migration, Voluntary Desegregation, Whites

This handbook was prepared to provide guidance and suggestions primarily for school officials who are developing a plan for school desegregation or who are trying to revise an existing plan. Indications of what has and has not worked in other districts are based on experts' recommendations, on case studies from other communities, and on the findings of a research project that examined school desegregation in 52 American cities. Chapter one describes some publications that can serve as practical guides to school desegregation. Chapter two examines the historical and legal context of school desegregation by reviewing early court cases and deseqregation policy standards that emerged from them, changes that have taken place in schools over the years, and the issues of white flight and metropolitan plans in connection with desegregation. Chapter three deals with strategies and techniques, and reviews findings from experience and research of practices which yield the best results. Chapter four discusses issues and problems involved in busing. Chapter five considers the public leadership role in school desegregation. A concluding chapter summarizes the handbook. Appendices include some guiding principles for desegregation planners, a directory of desegregation assistance centers, and information on how to locate court decisions. (Author/MJL)

UE 0111 ED 215 033

Lewis, Angelo John Benderson, Albert, Ed.

Making the Public Schools Work: Urban Education in the '80s. FOCUS 9.

Educational Testing Service, Princeton, N.J.

Pub Date—82

Note—28p.

Available from—Educational Testing Service, Princeton, NJ 08541 (no charge).

Pub Type— Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Competency Based Education, Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, Equalization Aid, *Financial Policy, Politics, Teacher Effectiveness, *Teacher Improvement, *Urban Schools

Identifiers—Coleman Report, Education Policy Research Center NY, Project Head Start

The problems of urban public schools and current reform efforts are examined in this issue of "FOCUS," a publication of the Educational Testing Service. Declining support from parents and teachers, budget cuts, declining enrollment and deficiencies in student performance in mathematics and science skills are among the problems discussed. The characteristics of effectively integrated schools are examined in light of changes in urban demography. The impact of Project Head Start competency-based education, and teacher improvement programs are also discussed. Fiscal problems, policy implications, and various school finance reform measures are outlined. (JCD)

UE 0112 ED 215 044

Chin, R. And Others

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume I, Final Report. Revised.

TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Contract—400-79-0064

Note—232p.; For related documents, see UD 022 202-203.

Pub Type— Reports - Research (143)

EDRS Price - MF01 PC10 Plus Postage.

Descriptors—*Coll[illegible] School Cooperation, Community Involvement, *Cooperative Programs, Educational Cooperation, Educational Facilities Improvement, *Educational Improvement, Elementary Secondary Education, *Improvement Programs, *Information Utilization, Instructional Improvement, *Organizational Communication, Organizational Theories, Systems Analysis

Identifiers—*Boston Public Schools MA

This is Volume I of a two-volume report of a study on the exchange and use of knowledge for school improvement in three paired educational systems in Boston, Massachusetts. The pairings, which involved the collaboration of a college/university with one or more of the Boston public schools, were among 26 such collaborative arrangements mandated by court order in 1975 as part of Boston's desegregation program. The pairs investigated were: (1) Harris University-Boston Public Schools District A; (2) Massachusetts College-District B; and (3) Dunfey University-District C. The study investigated the process of interorganizational collaboration on school improvement projects within each of the paired systems. Case studies of the systems investigated are contained in the second volume of this report. This volume explains the study purposes, defines key terms, and discusses the study approach. A conceptual model of the interorganizational process derived from the case studies is described, followed by an application of the model in cross case analysis. The report concludes that in varying degrees, knowledge was exchanged and used in the pairings primarily through face-to-face rather than written communication. Such knowledge exchange/use was found to be governed by the interaction of the systems' structural arrangements, history and environment, and the hierarchy of needs and resources. Details of cross-coding schemes, a bibliography, and a directory of similar collaboratives are included as appendices. (Author/MJL)

UE 0113 ED 215 045

Collins, R. And Others

Case Studies of Three Urban University-School Collaboratives Mandated for the Improvement of Educational Practice. Volume II, Final Report.

TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Contract—400-79-0064

Note—[illegible]7p.; For related documents, see UD 022 201-203.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Case Studies, *College School Cooperation, Community Involvement, *Cooperative Programs, Educational Cooperation, Educational Facilities Improvement, *Educational Improvement, Elementary Secondary Education, *Improvement Programs, *Information Utilization, Instructional Improvement, *Organizational Communication, Organizational Theories, Program Effectiveness, Systems Analysis

Identifiers—*Boston Public Schools MA

This is Volume II of a two-volume final report of a study on the exchange and use of knowledge for school improvement in three paired educational systems in Boston, Massachusetts. The pairings, which involved the collaboration of a college/university with one or more of the Boston public schools in carrying out school improvement programs, were among 26 such collaborative arrangements mandated by court order in 1975 as part of Boston's desegregation program. The first volume of the report provides background information, describes the conceptual model and methodology used in the study, and summarizes conclusions and recommendations. This volume contains reports on the case studies of the three paired systems. The pairs investigated were: (1) Harris University-District A; (2) Massachusetts College-District B; and (3) Dunfey University-District C. Each case study describes the paired institutions and their settings, explains the study methodology, describes projects studies in each paired system, provides a cross project analysis of the collaborative processes involved, analyzes the nature of roles/functions that evolved from the collaboration, and examines factors that contributed to program success. The case studies conclude with a discussion of the types of knowledge exchange that occurred within the pairing-sponsored projects. (Author/MJL)

UE 0114 ED 215 051

Fleming, Margaret Zafirau, James

Grading Issues in a Desegregating System.

Pub Date—22 Mar 82

Note—130p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982); some data in the Appendices may be marginally legible due to reproduction quality of original document.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Failure, *Attendance, Blacks, Correlation, *Desegregation Effects, Educational Environment, Grade Prediction, *Grade Repetition, *Grades (Scholastic), Grading, Literature Reviews, Performance Factors, Predictor Variables, Secondary Education, *Suspension, Whites

Identifiers—*Cleveland Public Schools OH

Grades awarded to secondary school students in the Cleveland (Ohio) public schools were analyzed to determine relationships between grades and selected school climate variables in a desegregated urban school district. Failures or F grades and schoolwide non-promotion rates were both related to rates of class attendance and school suspensions. Over three fourths of school failure rates was explained by the attendance rate, suggesting that improving school attendance may reduce failures. The proportion of white students in a school appeared to be a factor related to the failure rate; as the proportion of whites increased (numerically the minority), the failure rate decreased. This finding supports the argument for desegregation. Schools with high failure rates significantly differed from those with low failure rates on such variables as attendance rates, non-promotion rates for the total population, for blacks and for whites, reading test scores, the discrepancy between minority reading scores and white reading scores, suspension rates, average grades by subject, and percentage of each grade awarded. Results indicate a need to introduce changes, such as improvement of class attendance, maintenance of racial balance, and establishment of performance standards in these schools. (MJL)

UE 0115 ED 215 063

Carsrud, Karen Banks Burleson, Joseph A.

The Effect of Court-Ordered Desegregation on Minority Students' Achievement: There's No Place Like Home.

Pub Date—Mar 82

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982); for a related document, see ED 204 433.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Black Students, *Desegregation Methods, Elementary Secondary Education, Hispanic Americans, *Minority Group Children, Predictor Variables, *Racial Composition, *School Desegregation, Social Influences, *Student Placement, White Students

Identifiers—*Austin Independent School District TX

Previous research shows that school desegregation has had both positive and negative effects on students, and that desegregation effects have been variously determined by the type of desegregation, the desegregation methods used, and the region in which desegregation was implemented. A study of the effects of court-ordered desegregation on minority students in the Austin, Texas, Independent School District compared student achievement

gains as a function of ethnic group (white, black, or Hispanic) and reassignment status (reassigned or nonreassigned) of urban school children in grades two through eight. Results indicated that in five out of seven grade levels, reassigned minority students made smaller gains in both reading and mathematics than their nonreassigned peers. In contrast, reassigned white students gained more than their nonreassigned peers in five out of seven levels in mathematics and in four out of seven levels in reading. The findings suggest that the proportion of minority students in a class and the issues of white flight and culture shock may influence differential achievement gains among students. It is further suggested that massive busing of either white or minority students may not be the most efficient way to enhance minority student achievement. (Author/MJL)

UE 0116 ED 215 066

Davis, Chuck

P.A.C. Planner's Workbook. E.S.E.A. Title I. Revised.

Phoenix Union High School District, Ariz.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, D.C.

Pub Date—Sep 81

Note—95p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Federal Legislation, *Federal Programs, *Parent Associations, *Parent Participation, *Parent School Relationship, *Program Development, *Program Implementation

Identifiers—Elementary Secondary Education Act Title I, *Parent Advisory Councils, Phoenix Union High School District AZ, Public Law 95 561

This workbook provides information and guidelines for planning and operating Parent Advisory Councils (P.A.C.s) provided for under the Elementary and Secondary Education Act Title I. The first part of the workbook, which was prepared for P.A.C. planners in the Phoenix, Arizona, Union High School District, is a month-by-month guide to P.A.C. operations over a year, and consists of suggestions for meeting agenda and planning checklists for council meetings. The second part contains information on Federal, State, and district requirements and policies for parent involvement in the Title I program. The information provided includes procedures and suggestions for P.A.C. organization, membership, leadership, organizational communications, planning meetings, training, expenditures, and evaluation. (Author/MJL)

UE 0117 ED 215 172

Campbell-Thrane, Lucille

Equity from a Large City Director's Perspective. Research and Development Series No. 214P.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—81

Contract—300-78-0032

Note—21p.; For related documents see CE 031 915-932.

Available from—The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214P, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD 213, $5.50. Quantity discounts available).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Cultural Pluralism, Disabilities, Disadvantaged, Dropout Research, Dropouts, Employment Potential, *Equal Education, Job Skills, Minority Groups, Postsecondary Education, Secondary Education, Urban Areas, *Urban Education, *Urban Youth, *Vocational Education, Work Experience

Identifiers—Limited English Speaking

Equity in vocational education cannot be addressed until the question of urban cultural pluralism has been fully analyzed. This question involves problems of minorities, the disadvantaged, and those with limited English proficiency. Barriers facing urban youths enrolling in vocational education include close-knit ethnic pockets attempting to adhere to their own culture, dropping out before exposure to vocational education, and labor market changes (automation, immigrant workers, later retirement, large rural industrial parks, and increased numbers of working women). Strategies to eliminate barriers include caring teachers, administration and school board willingness to fund alternative methods and situations for problem students, remedial programs, and early instruction in employment and coping skills. Seven detailed solutions are teaching basic skills with meaning for the world of work, teaching employment skills, teaching job seeking skills, placing students in part-time civil service jobs, appointing state equity coordinators, restructuring jobs, and cultivating collaboration of social and community agencies with vocational educators. Areas for further research and policy consideration are federal government role, vocational education evaluation criteria for job placement, and delivery systems corresponding to needs of subcultures. (YLB)

UE 0118 ED 216 017

Radwin, Eugene And Others

A Case Study of New York City's Citywide Reading Testing Program. National Consortium on Testing, Staff Circular No. 9.

National Consortium on Testing, Cambridge, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Jun 81

Note—27p.

Available from—National Consortium on Testing Project, Huron Institute, 123 Mt. Auburn St., Cambridge, MA 02138 ($2.00)

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, Elementary Education, Evaluation, Junior High Schools, *Program Evaluation, *Reading Achievement, *Reading Tests, Testing Problems, *Testing Programs

Identifiers—New York City Board of Education, *New York Citywide Reading Test

This summary of the history and current workings of the New York Citywide reading test program emphasizes the educational consequences of it. The testing program has become controversial since its inception as a political compromise for school district decentralization. It seems to have become overly influential because children are prepared for the reading test and coached in test-taking techniques. This preparation places undue emphasis on reading over other areas of the curriculum. The program was officially described in 1977 as serving several functions for which it was inappropriate. These were evaluating federal reimbursable programs and determining pupil class assignments. The program has since been depicted as serving other functions such as teacher evaluation and diagnosis of pupil reading skills. Major problems have been created because the program's functions are in conflict. Using the test as a means to evaluate teachers conflicts with its function of providing diagnostic information for teachers on pupil reading skills. The authors recommend focusing the Citywide Test on the function of public portrayal of the city school system, fulfilling other functions that the Citywide Test now serves, and encouraging new directions for educational assessment in city schools. (DWH)

UE 0119 ED 216 076

Raivetz, Mark J. And Others

Using Multiple Measures to Evaluate the Impact of Desegregation in a Large Urban School District.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 82

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Court Litigation, *Desegregation Effects, Desegregation Methods, Elementary Secondary Education, *Intergroup Relations, Parent Attitudes, Parent Participation, *Program Effectiveness, Program Evaluation, Public Policy, *School Desegregation, Staff Development, Student Attitudes, Urban Schools, *Voluntary Desegregation

Identifiers—Emergency School Aid Act 1972, *Philadelphia School District PA

The School District of Philadelphia, Pennsylvania, was ordered by the Commonwealth Court to begin a voluntary desegregation plan in February, 1979. To support the desegregation process, the school district applied for and received grants from the Emergency School Aid Act (ESAA) to develop programs around eight basic models: pairing, enrichment, middle school alternatives, music and art programs, multilingual/multicultural programs, student concerns, child development centers, and curriculum magnets. The desegregation plan showed success on several levels. Despite a declining enrollment and the closing of some schools, the number of desegregated students and schools continued to increase. Students, teachers, and parents had positive impressions of the desegregation programs with which they were associated. Student interpersonal and intergroup relations improved significantly, and over half of the students who had been in desegregation programs for 2 years maintained or improved their national percentile ranks in reading and mathematics. As more students continue to participate in voluntary desegregation programs, the school district should increase efforts to develop more attractive programs and to create integrated environments within the desegregated schools. (Author/MJL)

UE 0120 ED 216 307

Hammons, Miriam B. And Others

Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.

Pub Date—Dec 81

Note—7p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Measures, High Schools, Polygraphs, *Reading Attitudes, *Reading Research, Self Evaluation (Individuals), *Socioeconomic Status, Suburban Youth, *Test Validity, Urban Youth

While affective scales designed to measure students' attitudes toward reading have become an important part of teachers' assessments of student performance, little research has been conducted to determine whether these scales provide accurate information, nor have researchers adequately compared reading attitudes according to student achievement and socioeconomic levels. To provide evidence regarding these areas, two studies were undertaken involving more than 300 students, half from an inner city school and half from a suburban school. In the first study, the reading attitudes of the students were measured by the Estes Reading Attitude Scales and the results were compared according to grade, school, achievement level (low or average), and sex. In the second study, students who had indicated a positive attitude toward reading in the first investigation were given a polygraph test to determine if they had expressed their true attitudes. The results of the first study revealed that average achieving students and those in the inner city school had more positive attitudes toward reading than their peers. No effects were found for either grade or sex. Results of the second study revealed that half of the students in the low achieving group were not truthful in assessing their attitudes, while only one student in the average achieving group was not—with no student underestimating his or her reading attitude. (FL)

UE 0121 ED 216 560

Labov, William

Competing Value Systems in the Inner-City Schools.

Pub Date—82

Note—23p.

Available from—Not available separately; see FL 012 948.

Pub Type— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Culture Conflict, *Economically Disadvantaged, Ethnography, *Peer Groups, *Puerto Rican Culture, Social Differences, Sociolinguistics, *Urban Schools, *Values

This discussion takes the view that poverty and school failure are not the results of natural disabilities, but rather they are the result of a conflict in our society between two opposed cultures; and that the conflict will not be resolved in any favorable way unless the dominant culture recognizes the values of the dominated culture, and changes its way of dealing with it. Ethnographic data of peer groups in Harlem are described to document the existence of the conflict between the value systems of the members and value systems of the schools. Analysis of the data gives weight to the view that it is the conflict of values and social systems that is the primary

cause of reading failure, not the intelligence ability or family background of the children in school. A study of the sociolinguistic characteristics of Puerto Ricans of East Harlem closely parallels that of the peer groups in South Central Harlem. Study of linguistic change in northern speech communities shows competing value systems among whites also. The position is taken that many values associated with vernacular culture are more suited to the learning process than the current standard school system values. The individualistic and competitive techniques and expectations of the school system contrast with the close group cooperation and motivation that are encouraged in groups. (AMH)

UE 0122 ED 217 078

Schubert, Jane G.

Evaluability Assessment: The Promise in Practice.

Pub Date—Mar 82

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection, Evaluation Methods, Evaluation Needs, Evaluators, *Program Evaluation

Identifiers—American Institute for Research, *Evaluability Assessment

Studies were conducted by the American Institute for Research (AIR) under contract with the Department of Education (ED). An evaluability assessment determines the extent to which a program is ready for evaluation, the changes needed to make the program more manageable and accountable, and toward what questions a more extensive evaluation might usefully be directed. The evaluators must learn about a specific program before performing a responsible evaluation. However, at the same time, the program staff should be educated about evaluability assessment and methodology. If this is neglected, potential benefits from participating in the study are lost. Input from project managers is necessary to insure that programs are accurately portrayed. An evaluability assessment is an evolving concept which requires informed and responsible flexibility. The extent to which consensus exists on program objectives, major program activities, or appropriate measures of performance must be determined. Evaluators interview individuals with different perspectives on the program. The analysis of these interviews provides important information. On site data collection includes formal information, as well as informal data gained through anecdotes and impressions. (DWH)

UE 0123 ED 217 096

Orfield, Gary

Budgets and Big City Education.

Pub Date—20 Mar 82

Note—60p.; Paper prepared for the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).

Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Enrollment Trends, *Federal Aid, *Financial Problems, *Financial Support, Minority Groups, *Municipalities, Political Influences, Public Policy, *Research Needs, School Districts, State Aid, Urban Demography, *Urban Schools

Identifiers—Reagan Administration

The prospect of simultaneous cuts in Federal and State aid to public school education in some States poses a serious threat to large cities which suffer financial stress and face the added responsibility of educating large numbers of poor black and Hispanic children. Financial needs that might result from cuts in Federal aid cannot be met by State and city governments which, surveys show, face fiscal pressures of their own. Furthermore, central city public schools are experiencing a weakening political position because the majority of children who presently depend on public education are from disadvantaged minority groups and are not the children of people who control the economy and politics of the city. These sweeping changes demand that research in large city school districts address not only fiscal and management issues, but also the nature of urban societies, the future of public institutions, and the impact of budget cuts on students and the staff who make the schools function. (MJL)

UE 0124 ED 217 099

Azumi, Jann Madhere, Serge

Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.

Newark Board of Education, NJ. Office of Research, Evaluation and Testing.

Pub Date—Jan 82

Note—149p.; Prepared by the Office of Research, Evaluation and Testing, Program Monitoring and Evaluation.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Administrator Role, Elementary Education, *Elementary Schools, *Institutional Characteristics, *Organizational Climate, School Demography, *Student Characteristics, *Success, Teacher Role

Identifiers—*Newark School System NJ

A study was carried out to investigate the organizational determinants of student achievement in 52 Newark, New Jersey, public elementary schools. Data consisted of information collected from questionnaires (for principals, teachers, and students) and school records, and of student reading and math achievement scores. Variables found to have a direct effect on student achievement included: (1) teacher expectations; (2) classroom instruction time; (3) frequency and amount of homework; (4) flexibility in grouping; (5) student attendance; (6) teacher absenteeism; (7) teacher commitment; (8) student morale; and (9) student aspiration. Variables found to have an indirect impact on achievement were staff competence; job codification; amount of communication and administrative support; teacher support of students; and frequency of administrative evaluation of teachers. The socioeconomic makeup of the student population was also found to affect student achievement and to affect organizational attributes of schools. (GC)

UE 0125 ED 217 112

McBee, Maridyth M.

Evaluation of the ESAA Program, 1980-81.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—Aug 81

Note—69p.

Journal Cit—Journal of Research and Evaluation of the Oklahoma City Public Schools; v11 n1 Aug 1981

Pub Type— Reports - Evaluative (142) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, *Attendance, *Discipline, Elementary Secondary Education, Federal Programs, High School Students, Measurement Techniques, Minority Group Children, Parent Participation, *Program Effectiveness, *Self Concept, *Student Behavior, Teacher Attitudes, Teacher Workshops

Identifiers—Emergency School Aid Act 1972, Oklahoma City Public Schools

This report evaluates a project designed to reduce the number of student suspensions and disciplinary referrals in the Oklahoma City Public Schools. The report describes these four program components: 1) the Elementary Early Intervention Program to provide preventative services for students with absentee and school behavior problems; 2) the School Awareness and Adjustment Program for middle school students with adjustment difficulties in a large school environment; 3) the Elementary Developmental Guidance/Human Relations Program to promote positive student intergroup and intercultural relationships; and 4) the School Awareness and Intervention Program to reduce the overrepresentation of minority students involved in suspensions and other disciplinary actions at the high school level. Evaluation results indicate general improvements in classroom adjustment, self concept, and school awareness among targeted students, and decreased absentee and suspension rates. Data on the extent of parental involvement, attendance at teacher workshops, and teachers' and administrators' perspectives on the project are included. Recommendations concerning project objectives, data collection, and project scope are made. (MJL)

UE 0126 ED 217 116

Confronting Racial Isolation in Miami.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jun 82

Note—362p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Bilingual Education, Black Community, *Blacks, *Community Characteristics, Community Programs, Delinquency, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, Federal Programs, Hispanic Americans, Housing Needs, Public Policy, *Racial Discrimination, School Desegregation, Unemployment, Urban Demography, *Urban Problems, Vocational Education

Identifiers—Dade County Public Schools FL, *Florida (Miami), Juvenile Justice System

This report presents the findings of research and public hearings on the development of racial isolation in Miami, Florida. Maintaining that Miami's black community is isolated from the city as a whole, and that the sense of black isolation and frustration precipitated the civil disturbances in Miami in May of 1980, the report examines the causes of black alienation and the role of public and private leadership in correcting the situation. Identified as a major influence in the development of racial alienation is the urban renewal program which pushed large numbers of blacks out of their traditional neighborhoods and into isolated and severely deteriorated areas. Other manifestations of black isolation include high unemployment and a lack of access to job training and advancement, adequate housing, the justice system, and equal educational opportunities among the city's black and minority population. It is concluded that solving Miami's problems requires a coordinated effort of public and private sectors to eliminate the underlying causes of racial isolation. Such efforts, it is maintained, should be directed toward dropout prevention; maximum school desegregation; efficient vocational and bilingual instruction; improved housing conditions; affirmative action in employment; and provision of greater access to the juvenile justice system and related services. (Author/MJL)

UE 0127 ED 217 521

Handbook for Alternatives to Corporal Punishment. Special Student Concerns.

Saint Louis Public Schools, MO. Office of Special Student Concerns.

Pub Date—[Feb 82]

Note—144p.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavior Change, Classroom Techniques, Corporal Punishment, *Discipline, *Discipline Policy, Elementary Secondary Education, *Methods, *Punishment, Student Behavior, Student Teacher Relationship

Identifiers—*Alternatives to Corporal Punishment

This compilation of disciplinary strategies was put together to help Saint Louis (Missouri) Public Schools teachers and administrators explore ways to deal with inappropriate, unacceptable, or disruptive student behavior without using corporal punishment. The district had earlier officially discontinued the use of corporal punishment. The manual's first three sections discuss the issue of corporal punishment, methods of effective classroom management, and the classroom environment's effect on student behavior. Each of the next nine sections describes and discusses a disciplinary strategy and suggests how to implement it. The strategies covered include assertive discipline, detention, use of reinforcement and punishment, behavior contracts, use of support services personnel, parent involvement, the social discipline model, group process techniques, and working with individual students. Section 13 presents a small booklet of pointers on classroom discipline. Suggested readings are provided in section 14, as well as at the end of several of the topical sections. The manual's concluding pages briefly describe the district's Office of Special Student Concerns and tell district personnel how to request its assistance. (RW)

UE 0128 ED 217 584

Dale, Brian, Comp. And Others

Counseling the Chronically Health Impaired Student.

Baltimore City Public Schools, Md.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—79

Note—52p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Counseling Tech-

niques, *Counselor Role, Elementary Secondary Education, *Family Relationship, Psychological Needs, *Special Health Problems
Identifiers—*Chronic Health Impaired Sickle Cell Anemia Program
The role of counselors in working with chronically health impaired students is examined, and illustrations of the Chronic Health Impaired/Sickle Cell Anemia Program in Baltimore (MD) are presented. The importance of setting goals with the student is underlined, as is the necessity for counselors to have proper flexibility and time to devote to clients. the students' special emotional, social, educational, medical, and vocational needs are considered, as are the needs and reactions of parents and families of chronically health impaired students. The counselor's relationship to other agencies and professionals is explored. Case studies of students with asthma, epilepsy, and sickle cell anemia conclude the handbook. (CL)

UE 0129 **ED 217 589**
Minigrant Program for the Academically Gifted–Phase III, E.S.E.A. Title IV-C. Final Evaluation Report, 1980-1981.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Pub Date—Dec 81
Note—68p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academically Gifted, *Demonstration Programs, Elementary Education, Junior High Schools, *Minority Groups, Program Development, *Program Evaluation, Staff Development, Talent Identification, Technical Assistance
Identifiers—*Gifted Disadvantaged, *Minigrant Program for the Academically Gifted DC
The Minigrant Program for the Academically Gifted provided programs for more than 500 elementary and junior high school minority students in the District of Columbia, with emphasis on Title I schools. Project staff provided for uniformity through technical assistance which emphasized three characteristics: a multiple criteria selection process, a curriculum differentiated from the regular program and containing elements of critical thinking and problem solving, and staff development which was directed toward increasing proficiency in academic areas and encouraging the flexibility required for working with gifted and talented students. Project evaluation followed the Planning, Monitoring, and Implementation Model for Decision Making and included data on the agreements and discrepancies between intended and observed outcomes. Evaluation was conducted along four program objectives: (1) to provide technical assistance to insure identification of students in grades K through 6 and 7 through 9; (2) to develop and disseminate program and identification guidelines; (3) to offer technical assistance to ensure that appropriate instruction is provided to students in the content areas of mathematics and language arts; and (4) to collect and analyze data related to project goals, objectives, and activities. Appendixes contain a diagram of the evaluation model schema; a summary of the technical assistance activities; a report on identifying low income, minority, gifted, and talented students; course evaluation questions and results; and student results on reading and mathematics scales. (SB)

UE 0130 **ED 218 353**
Pechman, Ellen
The Effects of Promotional Testing on a Large City School System.
Pub Date—Mar 82
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Centralization, Cost Effectiveness, Elementary Secondary Education, *Minimum Competency Testing, *Program Effectiveness, *School Organization, *State Legislation, *Student Promotion, Testing Problems, *Testing Programs
Identifiers—Louisiana (New Orleans), State Regulation
Discussed are the procedures implemented in the Orleans Parish Schools in response to the Louisiana state-mandated promotional testing program (Act 750, 1979), and concerns regarding its value. Recent findings raise fundamental questions about whether an exclusively skills-focused curriculum in the early years provides the needed grounding in context learning and conceptual analysis for skills to be productively applied as children grow older. Absorption with the promotional aspects of the Basic Skills Test may overly focus attention on promotional testing causing the comprehensive curriculum to give way to a curriculum of 30 testable objectives. Because state funds granted for remediation are to be used only for students who fail the promotional tests, summer programs must be established, thus causing a duplication of already existent remedial programs, as well as planning and logistical time constraints. No dollar figure has been proposed for the cost of this mandated effort in staff and teacher time or for the problems of test administration. The discussion concludes by urging testing proponents to consider whether the costs involved with such testing override the benefits and to keep alert to the need to make programmatic adjustments as they become necessary. (Author/PN)

UE 0131 **ED 218 410**
Shore, Rima, Ed. And Others
Walton High School Bilingual Basic Skills through Interdisciplinary Career Orientation. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—81
Grant—G008005983
Note—87p.; Print quality of Addenda (3 pages) too poor to reproduce.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Gains, Attendance, *Bilingual Education Programs, Career Awareness, *Career Education, Community Involvement, Curriculum Development, *English (Second Language), High Schools, *Native Language Instruction, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Self Concept, *Spanish Speaking, Staff Development, *Transitional Programs
Identifiers—New York City Board of Education
This report describes, provides demographic data for, and evaluates a bilingual program for Spanish speaking students at Walton High School, the Bronx, New York. The program, serving 204 Hispanic students in 1980-81, emphasizes English preparation in order to enter the job market. The instructional component is interdisciplinary in scope and transitional in nature: there are eight levels of English language instruction, two levels of remedial Spanish and three levels of regular Spanish; native culture is taught in the social studies and language curricula; bilingual instruction (including courses in career education and exploration) or English instruction is available in some content areas; and student placement depends upon the level of English language proficiency. Noninstructional components are concerned with curriculum and materials development, support services, staff development, parent and community involvement, and students' affective domain. Evaluation of the program shows students making progress in both English and Spanish while their attendance rates were significantly higher than the whole school population. Recommendations for more effective implementation of the program in the future conclude this report. (MJL)

UE 0132 **ED 218 412**
Webb, Michael B., Comp. Maruffi, Brian, Comp.
Equal Opportunity in Education. Urban Schools Bibliography Series Number 1.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-77-0071
Note—136p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 446-448.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Bilingual Education, *Elementary Secondary Education, *Equal Education, *Multicultural Education, *School Desegregation, Urban Education, *Urban Schools
This bibliography consists of nearly 500 references to works on equal educational opportunity cited between 1975 and 1981 in "Resources in Education." The documents cited, most of which were developed by urban school districts in cities with a population of 100,000 or more, deal primarily with urban education, school desegregation, bilingual and/or multicultural education. Works are listed in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are a subject index, an author index, and information for ordering ERIC documents. (GC)

UE 0133 **ED 218 413**
Webb, Michael B., Comp. Maruffi, Brian, Comp.
School Policy, Administration, and Curriculum. Urban Bibliography Series Number 2.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-77-0071
Note—124p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 445-448.
Pub Type— Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Curriculum, *Educational Administration, Elementary Secondary Education, *School Policy, Urban Education, *Urban Schools
This bibliography consists of nearly 500 references to works on urban school policy, administration, and curriculum. The works cited, most of which were developed by school districts in large cities, were compiled from a computer search of "Resources in Education" from 1975 to 1981. Citations are organized by ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also included in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

UE 0134 **ED 218 414**
Webb, Michael B., Comp. Maruffi, Brian, Comp.
Testing, Evaluation, and Academic Achievement. Urban Schools Bibliography Series Number 3.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-77-0071
Note—138p.; Not available in paper copy due to institution's restrictions. For related document see UD 022 445-448.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Annotated Bibliographies, Elementary Secondary Education, *Student Evaluation, *Testing, *Urban Education, *Urban Schools
This bibliography contains nearly 500 references to works on testing, evaluation, and academic achievement, particularly in urban schools. Works cited were developed primarily by large city school districts and include research studies and evaluation reports. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

UE 0135 **ED 218 415**
Webb, Michael B., Comp. Maruffi, Brian, Comp.
Career Development, Alternative Schools and

Community Involvement in Education. Urban Schools Bibliography Series Number 4.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-77-0071
Note—89p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 445-447.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Career Development, *Career Education, *Community Involvement, Elementary Secondary Education, *Nontraditional Education, *School Community Relationship, Urban Education, *Urban Schools, *Vocational Education

This bibliography contains over 300 references to works on career development, alternative schools, and community involvement in elementary and secondary education. Works cited were developed primarily by urban school districts in cities with a population of 100,000 or more, and include research studies, evaluation reports, and instructional materials. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

UE 0136 ED 218 862
Efron, Joy R.
Inservice Training for Teachers of Visually Handicapped Students.
Los Angeles Unified School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—30 Jun 80
Grant—19-64733-80-3293-7100
Note—228p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Elementary Secondary Education, *Inservice Teacher Education, *Itinerant Teachers, Mainstreaming, *Resource Teachers, Self Evaluation (Individuals), *Services, *Visual Impairments

The study examined the effects of an inservice program for nine resource and eight itinerant teachers on skills of regular classroom teachers in meeting needs of visually handicapped students enrolled in their classes and supportive services provided to classroom teachers by resource and itinerant teachers. An introductory chapter covers background of the study, statement of the problem, need for the study, statement of purpose, review of the literature, hypotheses, and delimitations. The research design, covered in a second chapter, included a survey of classroom teachers, a survey of resource and itinerant teachers, and an objective test of knowledge administered to resource and itinerant teachers. The third chapter presents results of statistical analysis relating to the research hypotheses, results of supplementary analysis of classroom teacher skills and supportive services provided by resource and itinerant teachers, subjective written comments by classroom teachers, and evaluation of the inservice class by participants. Chapter 4 offers findings, conclusions, and recommendations which include: the inservice program was effective in increasing the self confidence of classroom teachers relative to maintaining realistic expectations for their visually handicapped students; the program did not have impact on classroom teacher evaluations of supportive services; and the type of school in which itinerant teachers worked had no effect on self evaluations of itinerant teachers. Appended are sample survey forms, evaluation forms, responses, comments, and tables with statistical data. (SB)

UE 0137 ED 218 928
Weisbender, Leo And Others
Lau Year-End Report, 1979-1980. Los Angeles Unified School District. Publication No. 379.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Pub Date—Oct 80
Note—373p.; Prepared by the Bilingual Evaluation Unit, Research and Evaluation Branch.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Administrative Organization, Annual Reports, Bilingual Education, *Bilingual Education Programs, Bilingualism, Compliance (Legal), Educational Policy, Elementary Secondary Education, *English (Second Language), *Limited English Speaking, Needs Assessment, Non English Speaking, Program Evaluation, Psychological Services, School Community Relationship, Special Education, Staff Development, Student Welfare
Identifiers—California, Lau v Nichols

This second annual year-end report summarizes the efforts of administrators, teachers, and students in the Los Angeles Unified School District on behalf of children whose primary language is not English. It documents the district's response to the January 1974 Supreme Court decision in Lau v. Nichols. The response is embodied in programs for national origin minority students in English as well as in the native language. Following an introduction describing the district and the project history, the report is organized according to the major divisions of the school district's Lau plan: (1) identification of national origin minority children and assessment of their needs; (2) elementary programs; (3) secondary programs; (4) special education programs; (5) staffing activities; (6) staff development programs; (7) community involvement program; (8) administrative organization for implementing the Lau Plan and supportive monitoring procedures; (9) counselling and psychological services; (10) other support services, including health, student adjustment services, pupil services, attendance, and educational options; and (11) evaluation activities. The appendices include tables of numerical details referenced in the narrative section, a reader's glossary of special terms and acronyms, and forms and instructions used in gathering data. (Author/AMH)

UE 0138 ED 218 929
Berrios, Ana Teresa And Others
Curriculum Guide, English as a Second Language, Kindergarten through Grade Twelve.
Newark Board of Education, NJ. Dept. of Curriculum Services.
Pub Date—80
Note—673p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiolingual Methods, Bilingual Education, Class Activities, Cross Cultural Training, Curriculum Guides, Educational Games, Educational Objectives, Elementary Secondary Education, *English (Second Language), *Second Language Instruction
Identifiers—New Jersey (Newark)

This curriculum guide provides a detailed description of the program in English as a second language (ESL) in the Newark Public Schools. After an introduction that describes the audiolingual method of teaching foreign languages and that defines briefly the cognitive approach to language instruction and the "silent way," the guide presents the material in seven parts. Parts two and three deal with the philosophy and goals of ESL in Newark. The greatest part of the guide is devoted to: (1) teaching methods and techniques; (2) development of levels and objectives for listening and speaking, reading, writing, and culture; (3) and appendices which provide a large number of class activities and devices. The emphasis is on making the techniques and activities usable by teachers. Each activity is clearly described with regard to procedure and necessary materials; numerous examples of class exercises are provided. Evaluation forms for use by teachers and a bibliography complete the volume. (AMH)

UE 0139 ED 219 468
Wilbanks, William
Bridging the Culture Gap in Inner-City Schools: A Summary and Critique of the Approach of Herbert Foster in "Ribbin', Jivin' and Playin' the Dozens."
Pub Date—1 Jun 82
Note—14p.; In: Woods, Sandra, Ed.; Samuda, Ronald, Ed. Perspectives in Immigrant and Minority Education. Washington, D.C., University Press of America, 1982. Paper presented at Perspectives on Urban Education: An Invitational Symposium (North Miami, FL, June 1, 1982).
Pub Type— Opinion Papers (120) — Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, *Black Youth, *Cultural Differences, Discipline, Elementary Secondary Education, Females, *Games, Inner City, Males, Prisoners, Social Influences, *Student Teacher Relationship, *Subcultures, Teacher Attitudes, Whites
Identifiers—*Foster (Herbert)

In this paper, William Wilbanks discusses Herbert Foster's "Ribbin', Jivin', and Playin' the Dozens," a book on the relationship between inner city youth and their teachers. The book's title derives from three types of games often played in the classroom: ribbing, a verbal game of taunting other students or the teacher; jiving, which involves manipulative techniques to protect oneself from trouble; and playing the dozens, in which contestants insult one another until one gives up or resorts to violence. According to Wilbanks, Foster's thesis is that in inner-city schools there is a culture gap between largely black, lower class youth and their largely white, middle-class teachers. Students, behaving according to the rules of their streetcorner subculture, constantly play games to test teachers who misinterpret the games as forms of disruptive behavior. Hence, Foster maintains, educational failure is largely due to teachers' inability to understand the students' subculture. Wilbanks criticizes Foster as being rather too critical of the teacher, and as having neglected the students' role in understanding the teachers' perspectives. Moreover, Wilbanks notes that several of Foster's statements are insufficiently explained. Nevertheless, Wilbanks finds Foster's points valuable in understanding not only inner-city students but also criminals and prisoners who play similar games. (Author/MJL)

UE 0140 ED 219 469
Zafirau, James Fleming, Margaret
A Study of Discrepant Reading Achievement of Minority and White Students in a Desegregating School District: Phase IV.
Cleveland Public Schools, Ohio.
Pub Date—Jun 82
Note—117p.; For related document see ED 218 390.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Achievement Gains, Compensatory Education, Desegregation Effects, Elementary Secondary Education, Family Income, *Minority Groups, Predictor Variables, *Racial Differences, *Reading Achievement, Regression (Statistics), Remedial Instruction, School Desegregation, Transfer Students, Urban to Suburban Migration, *White Students
Identifiers—*Cleveland Public Schools OH

This report presents supplementary findings of a study on disparities in reading test scores between white and minority students in Cleveland, Ohio, public schools. Phase four results indicate that: (1) proportions of declining reading scores were greatest in those grades where reassignment due to the desegregation plan and building structures was greatest; (2) lowest pretest scorers performed better on the posttest than students in general, suggesting the effectiveness of compensatory education programs for low achievers; (3) among the lowest pretest scorers, whites did better on the posttest than minorities; (4) the top third of students performed poorly on the pretest compared to the national norm but did better than expected when compared with the Cleveland Public Schools norm; (5) the middle group of students performed poorly on the pretest than predicted from overall student performance; (6) a special regression analysis yielded a statistically significant gain for whites but not for minorities, among students who had attended THINK, a remedial reading program; (7) THINK students who scored lowest on the pretest did better on the posttest than a comparable group of non-THINK students, but the reverse occurred for the highest scorers, suggesting that low performing white students benefitted most from THINK; (8) higher-achieving students out-migrated at a greater rate than lower achievers; and (9) family income was a more significant predictor of student out-migration than race. (MJL)

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